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AUTHOR	Brandenburg-Ayres, Susan
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ABSTRACT

This instructional module is part of a project to reform current school curricula, improve instructional services for handicapped and at-risk limited-English-proficient (LEP) and language minority students, and provide innovative leadership in higher education related to programs for LEP persons. The materials contained in the module are designed to help in training personnel to serve this population, and are intended for use by consultants providing in-service education to teachers and administrators. This module, the fourth in a series of five, addressess such issues as dealing with the importance of parent-school collaboration, understanding the attitudes and beliefs of non-English background parents (NEBP) and students, assessing the needs of NEBP families, establishing effective communication with parents in multicultural settings and developing plans for parent involvement and for strong school-community relationships. Each section contains a series of critical points to be elaborated on by the consultant, suggested activities for participant involvement, and masters for handouts or transparencies. A list of references and resource materials is appended. (MSE)

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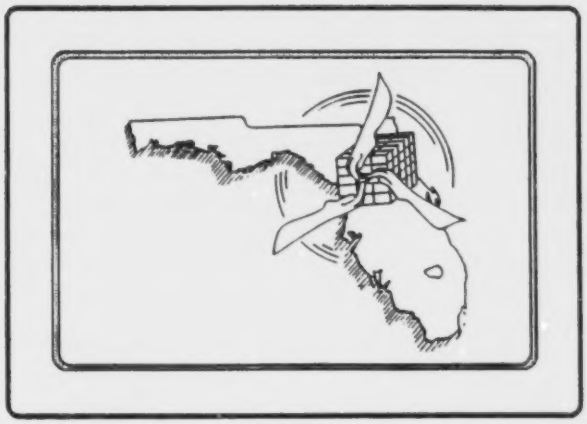
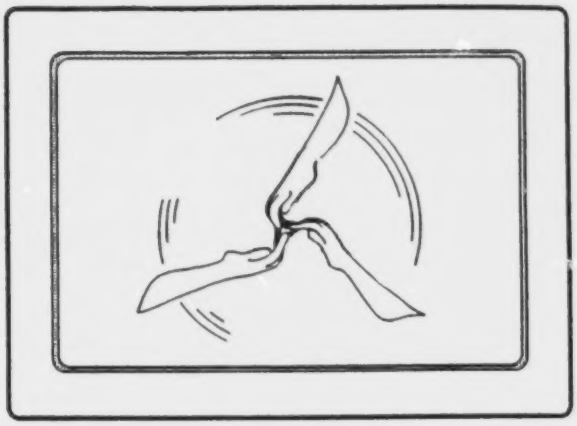
FOREWORD

The essential purposes guiding the development of the Collaboration and Reform project are (a) to **reform** current curricula, (b) to **improve** instructional services for handicapped and at-risk limited English proficient (LEP) students and language minority students, and (c) to provide **innovative** leadership in higher education programs related to programs for LEP persons. Over the past 10 years, the educational personnel training needs in Florida have changed for two reasons. *First*, as a result of high and sustained immigration, Florida has large and growing populations for whom English is not the native tongue. The state has the largest percentage of Hispanic foreign born in the nation and has the fourth largest LEP and non-English language background (NELB) populations in the country. An unknown number of these students are handicapped or at-risk of educational failure. *Second,* personnel training needs have changed due to recent population shifts. Few personnel have been prepared to work with students for whom English is not the only language and who are handicapped or at risk of educational failure. Small sporadic efforts have occurred to address these needs, but the question remains of how to make programs effective in meeting the needs of LEPs while at the same time adddressing the needs of mainstream students. It is clear that collaboration and reform is essential if the state is to ensure that the educational needs of the changing school populations are met. One of the major goals of the Collaboration and Reform project is to enable the University of Florida to increase its effectiveness in addressing these training needs. An important outcome of the project is the development of this series of five modules that will promote the achievement of this goal.

About the Logo...

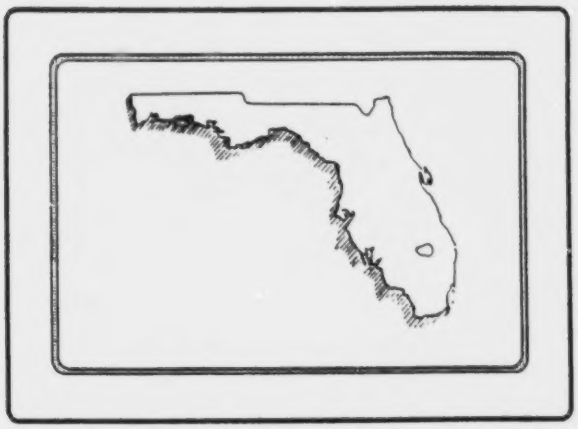


As a word has multiple interpretations representing multiple concepts, so may the Collaboration and Reform Project logo be viewed and interpreted from multiple perspectives. We invite the reader to view the symbols and generate personal interpretations.



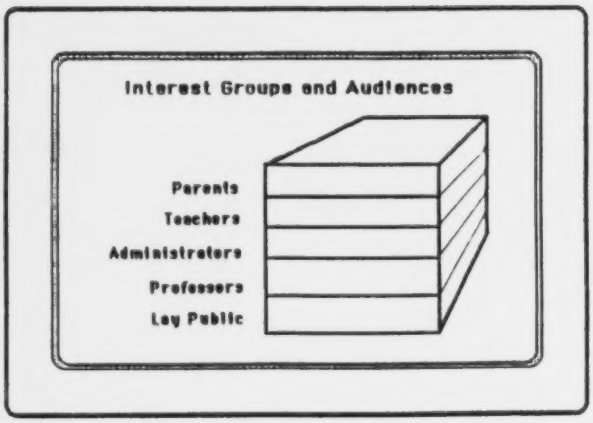
The hands as a propeller...

Hands are a universal symbol of humanity. The hands on the project logo symbolize the concepts of acceptance, protection, and support. The hands representing a propeller in motion may be seen as the evolving nature of the project. As the needs of growing student populations change, so must the concepts of creativity, innovation, and appropriateness in developing and implementing solutions to meet those needs.



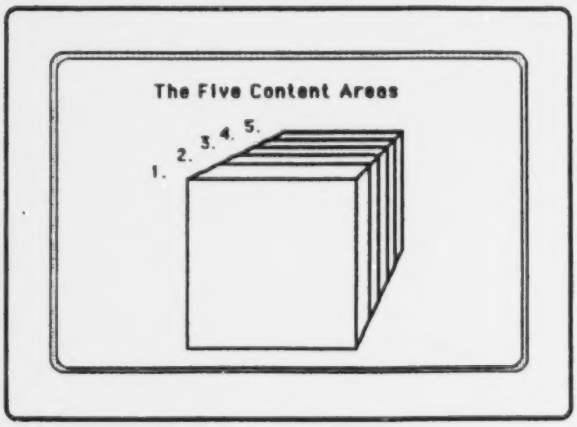
The map of Florida...

Superimposing the symbols of the hands and the cube on a map of Florida symbolizes the statewide scope of the project. Inherent is the development and facilitation of collaboration and communication across the state, as well as beyond the state boundaries.



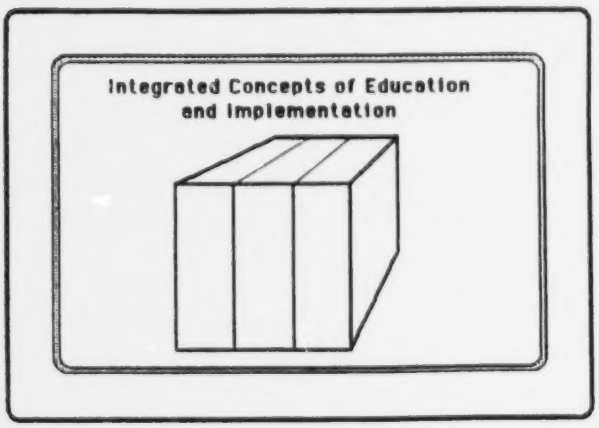
The cube and its first dimension...

The cube is representative of a multidimensional approach to achieving the objectives of the project. One dimension of the cube focuses on the varied interest groups and audiences who share a concern for handicapped and at-risk limited English proficient and language minority populations.



A second dimension of the cube...

A second dimension of the cube addresses specific issues that are critical to the education of language minority populations. To address these issues, the Collaboration and Reform Project has compiled, developed, and field-tested the following five modules: Foundations of Multicultural Education, Second Language Development and Instruction, Language Assessment, Working with Parents, and Transdisciplinary Teaming.



A third dimension of the cube...

A third dimension of the cube represents the integration of the two concepts of education to increase awareness of the needs of the target populations and their families, and implementation of strategies to meet those needs. Because of this project's emphasis on individual accountability, leadership development to accomplish these concepts is also addressed.

MODULES IN THIS SERIES

Module 1, **Foundations of Multicultural Education**, includes key concepts which address the challenge of educating multicultural, multilingual students. Topics include a history of immigration; population changes; predictions for the future; laws and litigation related to civil rights, bilingual/ESOL education and special education; understanding cultural and linguistic differences; learning styles; and educational resources.

Module 2, **Language Assessment**, provides guidelines for the assessment of student language development. Emphasis is placed on developing specifically defined assessment environments that promote student-environment interaction in order to elicit language in context. Included are procedures for eliciting, analyzing, and interpreting language samples, and forming hypotheses which are useful in planning curriculum and learning strategies that meet the needs of non-English language background students with special needs.

Module 3, **Second Language Development and Instruction**, provides an overview of the actual language development of handicapped and at-risk limited English proficient and language minority students and offers field-tested resources and suggestions for developing the English language proficiency of such students.

Module 4, **Working with Parents**, addresses such issues as dealing with the importance of parent-school collaboration, understanding the attitudes and beliefs of non-English language background (NELB) parents and students, assessing the needs of NELB families, establishing effective communication with parents in multicultural settings and developing plans for parent involvement and for strong school-community relationships.

Module 5, **Transdisciplinary Teaming**, emphasizes that the concerted collaborative efforts of transdisciplinary team members can effectively impact handicapped and at-risk LEP students. Topics include: the process and structure of transdisciplinary teaming; establishing the need for transdisciplinary teams; proactive school organization; designing effective interventions; understanding the process and the roles of transdisciplinary team members and using interpreters and translators.

ORIENTATION TO THE MODULES

The modules are designed for use by consultants who provide inservice education to teachers and administrators. A comprehensive table of contents is provided so that consultants may select specific topics relevant to their needs. Each section includes a series of critical points to be elaborated upon by the consultant, suggested activities for participant involvement, as well as items formatted for use as transparencies or handouts. (Note that these items are coded "T" or "H" in the table of contents). A list of references and resource materials is located at the end of each module for consultants who wish to provide further training or more information in a given area.

MODULE 4: WORKING WITH PARENTS

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4.1 THE IMPORTANCE OF PARENT-SCHOOL COLLABORATION

4.1.1. Implementing Curriculum

CRITICAL POINTS

- School personnel bear the primary responsibility for the design and implementation of curriculum. The success of the curriculum will be affected by the receptivity of the students and parents. NELB parents may have a poor understanding of school curriculum **(4.1.1.T.1.A & B)**.
- In 1984 teachers identified parents lack of interest as the biggest problem facing public schools **(4.1.1.T.2)**.
- By the year 2000, nearly one third of all Americans will be non-white.
- In the Final Report of the State Comprehensive Plan Committee to the State of Florida (February, 1987) documented the need for increasing the involvement of minority parent involvement in the education of exceptional children.
- Research shows few teachers feel trained to implement methods for increasing minority parent involvement **(McLoughlin, Edge, Petrosko, Strenecky, and Key, 1987; Benson and Turnbull, 1985)**.

ACTIVITY

- Discuss the likely effects of non-involvement of parents on student achievement.

THE ROLE OF PARENTS IN EFFECTIVE SCHOOLS

(4.1.1.T.1.A)

1. **Parents convey the importance of education to children through:**

   - expressed interest
   - participation in school based parent groups
   - participation in school activities
   - attention to homework
   - response to school concerns about the child.

2. **Parent behavior can impact school programs through:**

   - advisory groups that formulate or affect policies in budget expenditures, discipline, safety and community use of school facilities
   - PTA and PTO groups that control their own budgets and influence curriculum through materials and equipment acquisition
   - parent groups that may become politically involved in the election of school board and/or community officials

THE ROLE OF PARENTS IN EFFECTIVE SCHOOLS

(4.1.1.T.1.B)

2. Parent behavior can impact school programs through:

   - parental groups that can lobby for legislation and reforms
   - increased teacher-parent contact, which is associated with increased teacher-student contact
   - increased involvement as school volunteers to expand the capacity of the school to provide individualized and/or innovative programs

POSITIVE STUDENT EFFECTS OF PARENT INVOLVEMENT IN THE SCHOOL

(4.1.1.T.2)

- **Parent participation in school activities demonstrates the importance of school to the child.**
- **Parents and children that share expectations of academic performance and engage in activities to support those expectations are more likely to achieve academic success.**
- **School personnel are more likely to have positive feelings toward children of participatory parents.**

4.1 THE IMPORTANCE OF PARENT-SCHOOL COLLABORATION

4.1.2 Potential Barriers to Non-English Language Background (NELB) Parent Involvement

CRITICAL POINTS

- Parent involvement in schools is associated with a variety of positive social, emotional and academic results.
- Parents of other cultures may assume a passive role in school relationships, which may be interpreted as apathy.
- NELB parents may face additional barriers to effective school involvement including:
  - verbal and written language limitations
  - lack of understanding of school and extracurricular functions
  - economic constraints of participation including transportation difficulties.
  - educators that view parent participation as a legal requirement only and discourage equal partnership in educational decision making

ACTIVITY

- Have participants role play a situation where a non-English speaking parent attempts to get information regarding school bus transportation from a school office. Have participants brainstorm other common problems NELB parents might experience in their initial contacts with U.S. schools.

SUMMARY OF RESEARCH: EFFECTS OF PARENTAL INVOLVEMENT IN SCHOOLS

(4.1.2.T)

- INVOLVEMENT OF PARENTS .....

  - Improves children's academic achievement (Klaus & Gray, 1968; Schaefer, 1972; Walberg, 1984; Bermudez & Padron, 1989)
  - Increases language achievement (Henderson & Garcia, 1973)
  - Improves school behaviors (Schaefer, 1972)
  - Provides for achievement gains to be sustained (Grey & Klaus, 1970)
  - Increases low achievers' gains on intelligence tests
  - Improves the home and school relationship (Bermudez & Padron, 1989)

4.1 THE IMPORTANCE OF PARENT-SCHOOL COLLABORATION

4.1.3 Factors Affecting Prejudice Toward the Disabled

CRITICAL POINTS

- Some research suggests that the greater the level of industrialization within a society - the greater the value placed on intelligence and achievement **(Chesler, 1965)**.

- Safilios-Rothshield (1970) identified seven factors that affect the level of prejudice directed toward the disabled **(4.1.3.T)**.

FACTORS AFFECTING PREJUDICE TOWARD THE DISABLED

(4.1.3.T)

1. Level of development/rate of unemployment
2. Beliefs regarding the role of government in alleviating social problems
3. Beliefs about individual responsibility for the disability (sin)
4. Cultural values attached to different conditions
5. Specific disability factors including: visibility, contagiousness, part of body affected, severity of impairment
6. Effectiveness of public relations efforts (knowledge)
7. Importance of activities creating a high risk of disability (war)

Adapted from: Safilios-Rothschild, 1970.

4.2 UNDERSTANDING THE ATTITUDES AND BELIEFS OF NELB PARENTS AND STUDENTS

4.2.1 Developing Positive Attitudes Toward Cultural Diversity

CRITICAL POINTS

- "Culture shapes the way of life shared by members of a population. It is the sociocultural adaptation or design for living that people have worked out [and continue to work out] in the course of their history." **(Ogbu, 1987: 156).**
- Cultural influences affect beliefs regarding health, illness, physical, intellectual and emotional disabilities **(Anderson & Fenichel, 1989).**
- Cultural variables should be differentiated from situational and environmental conditions that place all families at risk including poverty, homelessness, unemployment, illness and lack of formal education **(Anderson & Fenichel, 1989).**
- Developing positive attitudes towards diversity among parents and students is aided by understanding parents as the responsible members of their family system. Families as systems operate to care for members. While family systems may differ, they still provide a supportive framework for members. Family systems in other cultures may differ in the organization and/or understood roles of each member.

ACTIVITIES

- Before progressing through the unit make a list of participant perspectives of the needs/beliefs/attitudes of NELB parents. Review the list after completion of the unit.
- Have participants state a belief or value that they could attribute to their parents. How did this belief tangibly shape their family life?

DEVELOPING POSITIVE ATTITUDES TOWARD NELB STUDENTS

(4.2.1.T.1)

Working effectively with parents of multicultural handicapped children depends on professionals developing positive attitudes:

- **Towards parents who have children with special needs**
- **Towards parents who have different cultural and linguistic backgrounds**

CROSS-CULTURAL UNDERSTANDING

(4.2.1.T.2)

Two types of understanding:

PASSIVE **understanding:**	**Intellectual** **Rational**
ACTIVE **understanding:**	**Emotional** **Empathetic**

CULTURE
(4.2.1.T.3.A)

Culture provides a framework for thoughts and actions

Culture is said to include:

- Values
- Beliefs
- Patterns of thinking
- Behavioral norms
- Symbol systems
- Ways of communication

In a living culture, such ways of doing things change according to the needs of the members.

CULTURE

(4.2.1.T.3.B)

In people's own culture, they function effectively when they:

- interpret cues
- are sensitive to others needs/moods
- can speak the language verbal/non-verbal
- understand how to meet their personal/family needs

In encounters with persons from other cultures, people may not function effectively because they:

- misinterpret cues
- appear insensitive to others' needs/moods
- cannot speak the language verbal/non-verbal
- do not understand culturally approved methods for meeting personal/family needs

4.2 UNDERSTANDING THE ATTITUDES AND BELIEFS OF NELB PARENTS AND STUDENTS

4.2.2 Beliefs of Newly Immigrated Asian Parents

CRITICAL POINTS

- All parents and families should be addressed and understood as individuals. However, research has revealed some beliefs of newly immigrated Asian parents that may be helpful in anticipating and understanding parent needs.
- Asian individuals are more likely to cite effort as the primary cause of achievement, while mainstream U.S. citizens perceived ability to be most highly predictive of achievement.

BEHAVIORS AND BELIEFS OF NEWLY IMMIGRATED ASIAN PARENTS

(4.2.2.T)

Newly immigrated Asian parents may be:

- quiet, submissive and cooperative (direct eye contact may be considered rude)
- reluctant to admit problems or seek professional help
- reserved during discussions with teachers and administrators
- insecure about their children's education due to lack of knowledge of American society and customs
- forced to depend upon double income for survival
- experiencing long working hours consequently minimizing school contact
- feeling great respect for teachers, causing reluctance to question or challenge authority
- inclined to avoid contact with persons or agencies where they feel they have been treated disrespectfully

Adapted from: Nguyen, 1987.

4.2 UNDERSTANDING THE ATTITUDES AND BELIEFS OF NELB PARENTS AND STUDENTS

4.2.3 Survey of Results of NELB Parents' Beliefs

CRITICAL POINT

- Teachers and administrators may interpret NELB parent behaviors as a lack of interest, However, research findings suggest that NELB parents are actively supportive of their children's school progress.

SURVEY RESULTS OF NELB PARENT INVOLVEMENT

(4.2.3.T)

- More than 90% of NELB parents reported that their children had necessary school supplies
- 90% of NELB parents reported that their children had a regular place to do homework
- More than 85% of NELB parents spent 15 minutes or more helping their children on school assignments when requested to do so by teachers.

Adapted from: Epstein, 1986.

4.2 UNDERSTANDING THE ATTITUDES AND BELIEFS OF NELB PARENTS AND STUDENTS

4.2.4 Summaries of Research: Haitian and Central American Immigrant Acculturation

CRITICAL POINTS

- Haitian and Central American immigrants may experience trauma in the acculturation process as a result of extreme socioeconomic and educational differences as well as cultural differences. Few Haitians have access to formal education.
- There is no consistently used graphic form of Haitian Creole, the most commonly spoken language in Haiti. Native language illiteracy creates barriers to second language literacy skills.
- Schools receiving Haitian and Central American immigrant students may need to provide comprehensive orientation programs for students and families.

SUMMARY OF RESEARCH ON HAITIAN AND CENTRAL AMERICAN IMMIGRANT ACCULTURATION

(4.2.4.T)

- Haitian individuals cite uncertainty regarding their legal status as the greatest barrier to adjustment in the U.S.
- In addition to cultural differences, economic and educational differences create barriers to adjustment.
- Haitian parents attribute great importance to education for their children.
- Haitian parents report preferences for private/parochial schools.
- Haitian parents report minimal participation in their children's education.
- Central American immigrants may have had little or no contact with urban settings.
- Immigrants from rural Central America may be illiterate in their native language, creating a barrier to acquisition of English language literacy.

Adapted from: Raumin, 1985; Holloway, 1987; Bliss, 1986; Pham, 1983; Ogbu, 1978.

4.2 UNDERSTANDING THE ATTITUDES AND BELIEFS OF NELB PARENTS AND STUDENTS

4.2.5 Summaries of Research: Hispanic Americans

CRITICAL POINT

- Hispanic Americans (like all socio-ethnic groups) represent many nationalities and sociocultural backgrounds. For instance, patterns of beliefs and behaviors among recent Marrelitos Cuban Americans may be quite different from those of Cuban immigrants of the 1960s.

SUMMARY OF RESEARCH ON HISPANIC AMERICAN IMMIGRANT ACCULTURATION

(4.2.5.T.1.A)

Hispanic American parents may be:

- inclined toward cooperative planning and frustrated with attempts to plan for them (Strickland, 1989)
- oriented to the present and impatient with attempts at long-term planning (Kunce, 1983)
- feeling the need to establish a warm and friendly personal relationship before professional interactions can occur (Lieberman, 1987)

SUMMARY OF RESEARCH ON HISPANIC AMERICAN IMMIGRANT ACCULTURATION

(4.2.5.T.1.B)

Family and Childrearing Tendencies

- Extended family and compadres
- Machismo may be important force (not negative)
- Wife and others consult husband
- Children expected, pregnancy and birth without medical care
- Infants are center of attention
- Toddlers must learn acceptable behavior
- Dignidad

Health, Illness, and Disability Belief and Practice Tendencies

- Disability intertwined with religion: punishment or gift
- Mal-ojo, susto, and caída de mollera
- Curandero/curandera

Source: Anderson & Fenichel, 1989.

2 UNDERSTANDING THE ATTITUDES AND BELIEFS OF NELB PARENTS AND STUDENTS

.2.6 Summaries of Research: African Americans

CRITICAL POINT

Patterns of disrespect and discrimination toward African Americans are well documented. Professionals have had inappropriately low expectations for African Americans as clients and students **(Jenkins, 1981)**. Professionals working with African American families should experience training particularly with regard to establishing expectations and verbal and non-verbal displays of respect.

SUMMARY OF RESEARCH ON AFRICAN AMERICAN FAMILY EXPERIENCES

(4.2.6.T.1.A)

African American families:

- experience and are sensitive to displays of discrimination. Research indicates that professionals convey this through:
  - lower expectations of student performance
  - failure to use appropriate titles (Mr., Miss, Mrs., Dr.)
  - longer waits to see professionals

Adapted from: Blendon et al., 1989.

SUMMARY OF RESEARCH ON AFRICAN AMERICAN ACCULTURATION

(4.2.6.T.1.B)

Family and Childrearing Tendencies

- Loyalties to extended family
- Encouragement of independence and assertiveness
- Mothers and grandmothers central influence
- Children focus of family
- Infants nurtured, but concern of spoiling
- Discipline from evil eye to spanking or beating

Health Illness, and Disability Belief and Practice Tendencies

- Family bonding
- Spiritualism
- Present orientation
- Rural root doctors

Source: Anderson & Fenichel, 1989.

4.2 UNDERSTANDING THE ATTITUDES AND BELIEFS OF NELB PARENTS AND STUDENTS

4.2.7 Comparisons of Cultural Beliefs: Vietnamese and U.S. Mainstream Culture

CRITICAL POINT

- Differing cultural belief systems and behaviors can create barriers to the establishment of effective communication and positive relationships. Understanding your own beliefs is a critical first step in developing awareness of other world views.

ACTIVITIES

- Before presenting transparency, list participant's beliefs about success, parents, and children on the blackboard. Discuss and compare with Vietnamese beliefs and behaviors.
- Discuss how differing beliefs may affect behavior. Ask participants how their beliefs differ with their own parents and how this may have created barriers to communication.

COMPARISON OF CULTURAL BELIEFS: VIETNAMESE AND U.S. MAINSTREAM CULTURES

(4.2.7.T.1)

Widespread Traditional Vietnamese Beliefs

- Success is related to "phuc duc" - the belief that good fortune is related to meritorious or self-sacrificing acts
- Parents are:
  - Authorities.to be obeyed without question
  - Holders of truth, values, questions
- Children are:
  - Respectful of older persons
- Children show respect by:
  - Being quiet
  - Being polite
  - Being modest, humble
  - Not challenging authority

Widespread U.S. Mainstream Cultural Beliefs

- Individuals succeed by their own efforts; they affect what happens to them
- Parents are:
  - In control
  - Leaders of discussion
  - Knowledgeable
  - Open to negotiations with children
- Children are:
  - Respectful and equal
- Children show respect by:
  - Being verbal
  - Being assertive
  - Being independent, confident
  - Offering opinions, asking questions

SUMMARY OF RESEARCH ON ASIAN AMERICAN IMMIGRANT ACCULTURATION

(4.2.7.T.2)

Family and Childrearing Tendencies

- Gender, sibling, age hierarchies
- Fathers hold leadership role
- Females submissive
- Children strictly controlled and physically punished
- Active roles in augmenting children's learning

Health, Illness, and Disability Belief and Practice Tendencies

- Disability intertwined with religion: punishment
- Resist initial intervention
- Fetus harmed if mother approaches evil spirits
- May experience shame related to illness or disability

Source: Anderson & Fenichel, 1989.

4.2 UNDERSTANDING THE ATTITUDES AND BELIEFS OF NELB PARENTS AND STUDENTS

4.2.8 Additional Barriers to NELB Parent-School Interaction

CRITICAL POINT

The involvement of parents in their children's education has positive effects on student achievement. In addition to language barriers, NELB parents may experience difficulties understanding the workings of the school and community. Developing awareness of NELB family needs is the first step in creating successful schools in multicultural communities.

ADDITIONAL BARRIERS TO NELB PARENT-SCHOOL INTERACTION

(4.2.8.T)

1. Language.
2. Lack of knowledge of school procedures and functions (forms, permission slips, student extracurricular activities).
3. Cultural differences. Parents may feel it is inappropriate to intrude on the authority of the school/teacher.
4. Lack of knowledge. Parents may be unaware of their rights and roles in the educational process of their children. This may be particularly true for parents of students with disabilities, where participation is more formal.
5. Low socio-economic status may result in lack of transportation, need to work long hours, lack of childcare, lack of medical care, poor appearance, and other factors.
6. Illegal status. Children of illegal aliens are entitled to education, but parents may see schools as extensions of government authority.
7. Non-integration into the community. Recent immigrants may not have awareness or understanding of the available community social service and support agencies.

4.3 ASSESSING THE NEEDS OF NELB FAMILIES

4.3.1 Awareness of Family Systems

CRITICAL POINTS

- Family structures tend to dictate the role of family members with children
- Particular types of family structures may be associated with socio-economic status and cultural background
- There are advantages and disadvantages in all types of family structures

FAMILY SYSTEM
(4.3.1.T)

Four Components of a Framework to Examine Family Systems are:

- **Family structures**
- **Family resources and functions**
- **Family interactions**
- **Family life cycle stages**

4.3 ASSESSING THE NEEDS OF NELB FAMILIES

4.3.2 Family Structures

CRITICAL POINTS

- Changes in traditional perceptions of family structure are occurring as a result of social changes including burgeoning numbers of single parents, and changes in the ethnic structure of the population due to immigration.
- A differing concept of family may be one barrier to mutual understanding between NELB families and schools.
- Forms of extended family structures may be much more common in NELB populations. Children may have many significant adults in their lives. NELB parents of children with disabilities may have access to personal and social support options, depending upon the cultural perspective of disability.

FAMILY STRUCTURES
(4.3.2.T)

Description	Implications for schools
The nuclear family structure is generally established by marriage and is composed of the parents and their children. This is an impermanent family structure and lasts only as long as parents and their children live together. When parents die or children move away, the nuclear family dissolves.	• either or both parents may function as primary figure in educational decision-making • characteristic of middle and upper SES in the United States (but not necessarily in other countries) • parents may not have access to models for parenting • parents may not have benefit of a formal support system during family crises or easy access to respite in the care of a child with a disability
The extended family structure may include several generations of kin and their spouses living in one household. This type of family structure is common in many cultures and is also frequently represented in low income families.	• grandparents may or may not be regarded as the authority figures in the household • many adults may contribute to the parenting and caretaking of the child • in immigrant families, differences in individual levels of second language acquisition and acculturation may be a source of conflict between generations or individuals

4.3 ASSESSING THE NEEDS OF NELB FAMILIES

4.3.3 Family Resources and Functions

CRITICAL POINTS

- Provision of food, shelter and necessities is a fundamental aspect of the family system. When families are in familiar environments, and members are able to function productively, families enjoy comfort. When families are in unfamiliar, perhaps hostile environments, and when a member or members is not able to function well, the family as a system experiences stress.

- NELB families, particularly of recent immigrant status, may be experiencing economic hardships, as well as acculturation difficulties.

FACTORS AFFECTING NELB FAMILY FUNCTIONS

(4.3.3.T)

- size of family
- race
- location (rural vs. urban)
- income
- cultural background
- length of time in U.S.
- reason for coming to the U.S.
- ages of family members
- presence of handicapped family member
- type and severity of disability of that family member
- educational levels of family members
- language proficiency and literacy in native language and English

4.3 ASSESSING THE NEEDS OF NELB FAMILIES

4.3.4 Assessing the Family's Ability to Satisfy Basic Needs

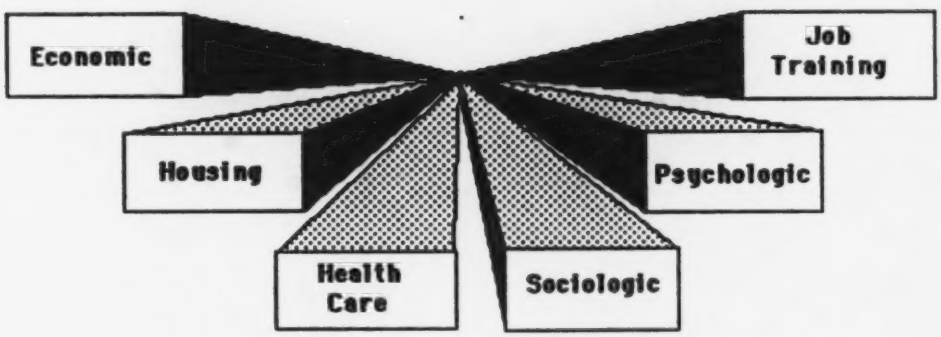
CRITICAL POINTS

- Many factors affect how the family achieves the goals of its members. **The primary goal of the family is to satisfy basic needs.** In determining the ability of the family to satisfy basic needs, school personnel can assess aspects of the family life that affect school work.
- Personal advancement may include language training, job training, citizenship classes, counseling, information about child care, social agencies and other community aid to families of children with disabilities.
- School personnel must recognize the family's need to survive as preeminent. School officials committed to the education of NELB children will develop access to community support for NELB families.

ACTIVITY

- Have participants research types of support available to NELB families in their community. Include the areas of economic, employment, medical, housing, food, transportation, emotional, child care, and others identified by participants.

THE FAMILY FUNCTIONS
(4.3.4.T.A)



THE FAMILY FUNCTIONS

(4.3.4.T.B)

THE PRIMARY FUNCTION OF FAMILIES IS TO SUPPLY NEEDS FOR ITS MEMBERS. SEVERAL ISSUES AFFECTING FAMILY FUNCTIONS INCLUDE:

- Economic needs may be great for families of children with disabilities
- Economic needs may be difficult to satisfy for non-English speaking parents
- Safety, housing, and transportation needs may be a problem for low income families
- Attitudes toward health care may be culturally determined. Families from poor, rural backgrounds may lack information about health care
- Recreation and socialization. NELB families that include an individual with a disability may lack adequate recreation time
- Psychological needs, affection, self-identity, vocational planning, support for family crises and conflicts
- Families from differing backgrounds may need assistance with citizenship, job training, and English language learning.

4.3 ASSESSING THE NEEDS OF NELB FAMILIES

4.3.5 Awareness of the Roles of NELB Family Members

CRITICAL POINTS

- The roles of family members are culturally defined. Children learn the roles as they grow up. Traditional roles in an extended and patriarchal family include the father as primary bread winner and authority figure, the mother as center of household life, the grandparents as valued, wise informants, and relatives as involved and active figures in the family life. Children in rural households may be caregivers for younger children, for crops, or for animals. Culturally assigned roles may apply to animals. Even pets are assigned widely different roles by cultures. For example, the U.S. habit of considering the family pet as a member of the family that lives in the home is not a universally understood role for animals **(4.3.5.T.1)**.

- The need of parents for information and support in coping with their child's disability is generally well understood. Also of great importance is the provision of support to the siblings of children with disabilities. Groups can be formed which are made up of siblings of children with disabilities. In such groups siblings receive information which help to dispel fears. Siblings can interpret the needs of handicapped brothers and sisters to others, and they can learn to understand, teach, and play with them.

UNDERSTANDING CULTURALLY ASSIGNED ROLES

(4.3.5.T.1)

Changes in expected roles can bring about conflict. Such changes occur when:

- **roles are redefined in a new culture**
- **roles are changed when a family has a child with a disability**

Examples of changes in parental roles due to new cultural roles in U.S.:

- **parent as participant in school activities**
- **parent as friend to adolescent**
- **mother as worker outside the home**
- **mother as caretaker who experiences loss of personal freedom**
- **parents as students who need assistance in learning to work with their disabled children**
- **parents as legal experts and advocates for children**

FACTORS INFLUENCING SIBLING RELATIONSHIPS IN FAMILIES WITH CHILDREN WITH DISABILITIES

(4.3.5.T.2)

- **Parental attitudes and behaviors toward the child with disabilities**
- **Patterns of coping within the family**
- **Communication between the non-disabled members of the family**
- **Active recognition of the needs and feelings of the non-disabled siblings**

BALANCING THE POSITIVE AND NEGATIVE EFFECTS WHEN ONE OF THE FAMILY MEMBERS IS DISABLED

(4.3.5.T.3)

Handicapped child causes positive and negative effects, as does any other member of the family. The emphasis is on the positive

Factors which Influence Siblings' Relationships with a Handicapped Person within the Family

- Parental attitudes
- Ways of coping with the family
- Communication with the nonhandicapped members of the family

4.3 ASSESSING THE NEEDS OF NELB FAMILIES

4.3.6 Examples of Cultural Sex Role Stereotypes

CRITICAL POINT

- One barrier to effective communication and participation of NELB parents may result from differences in perceived and actual sex roles in other cultures. School personnel need to become aware of misconceptions that they may have developed, while also becoming aware of differences in values and beliefs held by individual families.

ACTIVITY

- Before presenting the following transparency have participants identify sex role stereotypes depicted in the media. Discuss the implications for communication with families.

EXAMPLES OF CULTURAL SEX ROLE STEREOTYPES

(4.3.6.T.1)

STEREOTYPES OF LATINOS

MALE STEREOTYPES

- sombrero-wearing, serape-clad, sandaled man or boy
- man taking siesta near a cactus or an overburdened burro
- ignorant, cheerful, lazy peon
- sneaky, knife-wielding, mustached bandit
- humble, big-eyed, poor-but-honest boy
- teenage gang member
- macho boaster and supreme-commander of the household

FEMALE STEREOTYPES

- hard working, poor, submissive, self-sacrificing, religious, mother of many
- sweet, small, shy, gentle girl
- sexy, loud, fiery, young woman (who often prefers a white man to a Latino man)
- undereducated, submissive, nice girl with marriage as life goal

OCCUPATIONAL STEREOTYPES

- impoverished migrant workers (most Latinos actually live in cities)
- unemployed barrio dwellers

Source: Derman-Sparks, 1989.

EXAMPLES OF CULTURAL SEX ROLE STEREOTYPES

(4.3.6.T.2)

STEREOTYPES OF NATIVE AMERICANS

MALE STEREOTYPES

- savage, bloodthirsty "native"
- stoic, loyal follower
- drunken, mean thief
- drunken comic
- hunter, tracker
- noble child of nature
- wise old chief
- evil medicine man
- brave boy, endowed by nature with special "Indian" qualities

FEMALE STEREOTYPES

- heavyset, workhorse "squaw"
- "Indian princess" (depicted with European features and often in love with a white man for whom she is willing to sacrifice her life)

OCCUPATIONAL STEREOTYPES

- hunters
- cattle thieves
- warriors
- unemployed loafers
- craftspeople

Source: Derman-Sparks, 1989.

EXAMPLES OF CULTURAL SEX ROLE STEREOTYPES

(4.3.6.T.3)

STEREOTYPES OF ASIAN-AMERICANS

MALE STEREOTYPES

- smiling, polite, and small
- servile, bowing
- bucktoothed and squinty-eyed
- mystical, inscrutable, and wise
- expert in martial arts
- exotic foreigner
- sinister, sly
- places no value on human life
- model minority who worked hard and "made it"
- super-student

FEMALE STEREOTYPES

- sweet, well-behaved girl
- sexy, sweet "China Doll"
- sexy, evil "Dragon Lady"
- overbearing, old-fashioned grandmother

Source: Derman-Sparks, 1989.

EXAMPLES OF CULTURAL SEX ROLE STEREOTYPES

(4.3.6.T.4)

STEREOTYPES OF AFR0-AMERICANS

MALE STEREOTYPES

- shuffling, eye-rolling, fearful, superstitious comic
- gentle, self-sacrificing older man
- athletic super-jock
- smooth-talking con man
- super-stud
- stupid, but comical, little boy
- rough, dangerous criminal
- loudly-dressed, happy-go-lucky buffoon
- exotic primitive

FEMALE STEREOTYPES

- big-bosomed "mammy," loyal to whites
- big,bossy mother or maid-commander of the household
- sexy temptress
- stupid, but sweet, little girl
- tragic "mulatto"

Source: Derman-Sparks, 1989.

4.3 ASSESSING THE NEEDS OF NELB FAMILIES

4.3.7 Assessing the NELB Family Needs: Family Life Cycle Stages

CRITICAL POINTS

- Moving through life all persons experience different life stages, with transitions between. Transition periods are marked by events, such as:
  - -Birthdays,
  - -Anniversaries,
  - -Weddings,
  - -Baptisms,
  - -Graduations.

  These life stages are considered to be rites of passage in anthropological terms. These stages are of great significance.

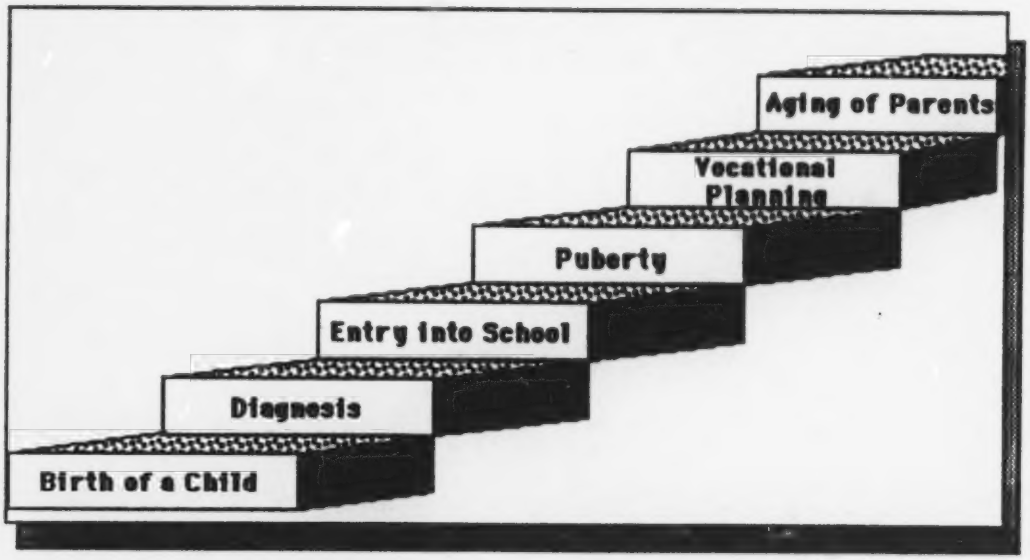
- Different cultures define life stages and transitions at different points. Understanding the transition markers aids in understanding culture members.

- Critical life events may be particularly stressful for parents of handicapped children who may be forced to confront feelings of loss or adjustments in expectations at such times.

- Families provide members with the cultural framework in which psychological, social, religious, linguistic meaning and values are contained. Within the cultural framework, families have ways to interact, roles to play, and ceremonies such as birthdays and graduations to mark life stages. Parents tend to preserve and pass on to children these cultural ways of doing things. In a new cultural environment, parents find they have difficulties in communicating values and roles to their children who observe differences in society and schools. When children are disabled, parents may find that their family has different life experiences than do other families where no members have impairments. For example, parents of a deaf child enter the cultural world of the deaf.

CRITICAL LIFE EVENTS FOR FAMILIES WITH CHILDREN WITH DISABILITIES

(4.3.7.T.1)



STRAINS EXPERIENCED BY PARENTS OF CHILDREN WITH DISABILITIES

(4.3.7.T.2)

NORMATIVE PARENTING

- Child born with many responsibilities
- Parents have expectations for child
- Child provides parent with second chance in life
- Parents' self-esteem depends on child
- Parents have life plan

IMPLICATIONS FOR CHILD WITH DISABILITIES:

- Child disappoints parents
- Parents' life plans are changed
- Parents' self-esteem threatened
- Mourning process MAY occur

4.3 ASSESSING THE NEEDS OF NELB FAMILIES

4.3.8 Historical Changes in U.S. Family Life

CRITICAL POINT

- Families today are not structured in the traditional patterns associated with the 1950s and before. Despite the fact that professionals recognize this, many instances schools have not altered patterns in trying to elicit parent involvement. The "Ozzie and Harriet" family of dad, mom, two kids, the pet, the suburban house, with dad leaving in the morning, mom at home, and both parents involved in homework, in synchronized harmony with school and community exists in the 1980s in 7-10% of the families **(Nadelson and Nadelson, 1980)**. The U.S. is also experiencing changes in population structure. A chart designed to show differences in family structure in the United States between 1930 and 1980 delineates these changes **(4.3.8.T)**. Parent involvement in a school can be designed to be appropriate to the parents in the school.

HISTORICAL CHANGES IN U.S. FAMILY LIFE

(4.3.8.T)

	THEN	NOW	MULTICULTURAL
FAMILY	• Many members • Extended • Intact	• Few members • Nuclear • Reconsituted	• Frequently many members • Frequently extended • Split due to large refugee status
FAMILY WORK	• Work, play 2-3 hours • Interfamily, • Grandparents • Father works	• Little family work • TV average 7 hours day • 20 minutes/day family talk • Both parents work 70% of time	• Hard work, many jobs • No job, professional interaction limited • Language other than English in home • Limited contacts outside
NEIGHBOR	• Interaction • Ethnic • Rural • Small town	• Anonymity • Integrated • Urban • Suburban	• Interaction, anonymity • Ethnic, some integrated • Urban, center city • Few rural

4.3 ASSESSING THE NEEDS OF NELB FAMILIES

4.3.9 Effects of Socioeconomic Class on Parent-School Relationships

CRITICAL POINTS

- Socioeconomic status (SES) is the greatest predictor of school achievement in most populations. However, Asian students represent an exception. SES of Asian students appears to be unrelated to the likelihood of their success in school **(Ogbu, 1978; Divoky, 1988)**.

- School personnel should recognize that many immigrant families are financially constrained. However, it is also true that many immigrants may have been financially secure in the middle or upper socioeconomic groups in their native countries. These individuals are likely to have experiences and values very similar to the average U.S. citizen and are likely to become acculturated very rapidly and with less stress.

ACTIVITY

- Ask participants to list and discuss the factors most predictive of school achievement (including SES, ability, previous school history, age, length of time in U.S.) Discuss factors that will differ in impact for native born and immigrant children

4.3 ASSESSING THE NEEDS OF NELB FAMILIES

4.3.10 Setting Demands Influencing Second Language Acquisition

CRITICAL POINTS

- Unilingual: Constitutes a perfect match. Student is able to practice the language in all settings.
- Unilingual multicultural home: Students may acquire proficiency in the second language at the expense of decreasing proficiency in the native language (subtractive bilingualism). Second language tends to be acquired rapidly.
- Unilingual multicultural home: Common in low income groups housed in ethnic neighborhoods. Second language may be acquired more slowly since it is only used in school.
- Bilingual or Multilingual homes: Common in well-educated NELB populations. Students achieve proficiency in both (all) languages.

SETTING DEMANDS INFLUENCING SECOND LANGUAGE ACQUISITION

(4.3.10.T)

- **Unilingual.**
  Same language spoken in home, school and community.

- **Unilingual multicultural home.**
  Native language spoken at home, second language used for school and community.

- **Unilingual multicultural home.**
  Native language used at home and community. Second language used in school.

- **Bilingual home.**
  Two languages are spoken in home, school and community.

4.3 ASSESSING THE NEEDS OF NELB FAMILIES

4.3.11 Assessing NELB Family Needs: Summary

CRITICAL POINTS

- NELB families need to feel a part of school life. This need may be particularly acute for those who depend upon school support in raising their disabled child.
- Language differences represent only one of the potential barriers to understanding family needs. School personnel must informally assess the financial, social, health and emotional needs of the family. Schools are becoming increasingly involved in referral and brokerage of community support services.
- Schools with NELB populations can plan to enhance their effectiveness in meeting the needs of NELB families (**4.3.11.T.1 & 2**).

INVOLVING NELB PARENTS IN SCHOOLS

(4.3.11.T.1)

Multicultural parents and parents of children with disabilities need to feel a part of school life.

Some Possible Problems:

- Memories of past experiences
- Poor reports of children
- Limited English proficiency
- Small children at home
- Misunderstanding of U.S. school/parent roles
- Fear of professionals
- Economic hardship

Some Effective School Responses:

- Welcome signs in many languages
- Inclusion of handicapped in school events
- Use of games that are noncompetitive
- Use of games that incorporate multicultural features
- Use of ethnic food, music, costume
- Active efforts to involve parents in non-threatening ways

PLANNING TO MEET THE NEEDS OF NELB FAMILIES

(4.3.11.T.2)

NEEDS	HOW TO DETERMINE
Time to meet:	
• Day? • Night?	• Fill out card at registration • Have interpreter call and inquire
Ability to meet:	
• Child care • Transportation • Understanding of needs • Availability of interpreter	• Volunteer parents familiar with the U.S. may assist • School assistant (trained)
Informative Programs:	
• Understanding disabled child • English as a Second Language • Computer classes • Citizenship classes • Assessing community support services	• Use school data base and cultural informants to choose programs
To be contributors: Seeing their contributions used in school makes them partners in education.	**Determine possible contributions:** • talks/presentations • artifacts, games and foods from their native countries

4.4 ESTABLISHING EFFECTIVE COMMUNICATION WITH PARENTS IN MULTICULTURAL SETTINGS

4.4.1 Promoting Effective Communication in Multicultural Settings

CRITICAL POINTS

- Administrators and teachers may avoid many obstacles through proactive training and anticipation of technical communication problems. However, leadership in promoting transcultural understanding and overt commitment to meet the school needs of all students and families is even more important for creating a positive school environment.
- Proactive planning for administrators of schools with multicultural populations should include a) identification of resource people on the staff and in the community, b) planning and implementation of a staff development program in cultural awareness and c) planning and implementing school orientations for parents and students.
- Proactive planning may be facilitated by written or telephone surveys of parent backgrounds and needs by PTA/PTO organizations and/or parent volunteers.
- Establishment of stable, on-going parent support services should follow the development of orientation programs; special services for parents of handicapped should be included in the plan.

ACTIVITY

- Project Participants should research and present information on existing local, state and national agencies that provide legal, economic, health, transportation, information or housing services to needy NELB families, and/or parents of handicapped children.

PROMOTING EFFECTIVE COMMUNICATION IN MULTICULTURAL SETTINGS

(4.4.1.T)

1. Technical Management of Physical Environment and Staff.

- Identification and training of translators and cultural informants
- Translation and printing of written communications
- Physical displays of artifacts from other cultures
- Identification and use of community resources (churches, radio, television and newspaper) as vehicles of communication

2. Promoting cultural awareness and acceptance

- Promoting acceptance through multicultural festivals
- Continuous training of staff through attitude awareness, language training, development of specialized skills
- Leadership in overt demonstrations of commitment to all students
- Providing on-going parent/student orientations and support services

4.4 ESTABLISHING EFFECTIVE COMMUNICATION WITH PARENTS IN MULTICULTURAL SETTINGS

4.4.2 Proactive Planning for Effective Personal Communication

CRITICAL POINTS

- Listening: learn active listening techniques. Do not jump to conclusions.
- Perception checks: paraphrase your interpretation back to the parent. Pursue clarification.
- Seek feedback: Ask questions to determine whether or not you have been understood.
- Resist judgmental reactions. This reduces defensiveness and provides a basis for open communications.
- Cultivate self-awareness. Be conscious of your own behavior patterns, communication style, operational assumptions,values and patterns of thinking.
- Take risks. The level of communication often depends on the degree of personal exposure permitted in the communication.

PROACTIVE PLANNING FOR EFFECTIVE PERSONAL COMMUNICATION

(4.4.2.T)

1. Listening
2. Perception checks
3. Seek feedback
4. Resist judgmental reactions
5. Cultivate self-awareness
6. Take risks

Adapted from: Hoopes, 1979.

4.4 ESTABLISHING EFFECTIVE COMMUNICATION WITH PARENTS IN MULTICULTURAL SETTINGS

4.4.3 Characteristics of Effective Communication

CRITICAL POINT

- The good communicator is prepared to
  - listen attentively
  - observe carefully
  - encourage through verbal and non-verbal means:
    Yes, Of course, I see, um hum, nods
  - be silent at times, wait time, allow for emotional reaction

ACTIVITY

- Model or role play examples of good and poor communication styles.

CHARACTERISTICS OF EFFECTIVE COMMUNICATION

(4.4.3.T.A)

1) Knowledge of the receiver (the parents)

- awareness of culture, language background, degree of proficiency in English
- awareness of socio-economic background
- awareness of child's disability, and effects
- awareness of culture-shock
- awareness of feelings of parents of children with disabilities
- awareness of problems of poverty

2) Willingness to take the initiatives in interactions.

3) Expectations that parents do care about their children and want to assist in the educational process.

CHARACTERISTICS OF EFFECTIVE COMMUNICATION

(4.4.3.T.B)

1. Self-knowledge:

- awareness of personal attitude toward persons of other cultures and beliefs
- awareness of personal attitudes toward individuals with disabilities

2. Self-understanding:

- awareness of personal degree of warmth, trust on persons of other beliefs, value system
- awareness of personal level of respect for multicultural families, their ways of caring for children

4.4 ESTABLISHING EFFECTIVE COMMUNICATION WITH PARENTS IN MULTICULTURAL SETTINGS

4.4.4 Verbal Interaction Skills

CRITICAL POINT

- Educators must become sophisticated in their communication skills and sensitive to the varying needs of parents. These skills include active listening, ability to articulate information in a manner meaningful to parents,and abilities to cope effectively with hostile or angry parents.

ACTIVITY

- Ask participants to role play a situation where an angry parent is upset about negative reports of their child's progress. If possible, videotape the role plays and analyze for effective and ineffective communicative behaviors.

VERBAL INTERACTION SKILLS

(4.4.4.T)

- Speak to parents as adults, collaborators with valuable information
- Use comprehensible language
- Teach the translator the use of professional vocabulary
- Begin with student's good points
- Be certain of comprehending the parents; if they have accents, ask them to repeat and speak more slowly
- Be certain parents understand you; repeat, speak clearly
- Remain calm, keep voice at even level
- Consider cultural and linguistic implications; rising voice may not indicate emotion in another culture, more response "wait time" may be appropriate
- If the interaction seems to fail, it may not signal end of communication

Continuing Interaction

Parents who are limited in English and from diverse backgrounds in a conference:

- May feel uncomfortable
- May tire quickly
- May need time for reflection
- May develop trust of professionals as they see their child benefit

Adapted from: Turnbull & Turnbull, 1986.

4.4 ESTABLISHING EFFECTIVE COMMUNICATION WITH PARENTS IN MULTICULTURAL SETTINGS

4.4.5 Non-verbal Interaction Skills

CRITICAL POINTS

- The non-verbal behaviors of participants in meetings may serve to catalyze conflict or promote collaboration. Professionals should be aware of nonverbal behaviors that promote tension or suggest disinterest. Additionally, awareness of parent non-verbal behavior may cue professionals to parents feelings. This may be particularly helpful when translators are being used.

- Many non-verbal behaviors are culturally influenced. For example, loud voice levels and less social distance displayed by NELB individuals may be inaccurately interpreted as hostility in our culture.

NON-VERBAL INTERACTION SKILLS

(4.4.5.T.1)

Definition: non-verbal communication includes all forms of communication other than spoken or written forms.

Non-verbal interaction includes:

- Appropriate dress
- Gestures, handshakes
- Facial expressions
- Use of the body

Non-verbal interaction is influenced by:

- Culture
- Situations
- Personality

AWARENESS OF NON-VERBAL COMMUNICATION IN WORKING WITH PARENTS OF OTHER CULTURES

(4.4.5.T.2)

- **Listening:**
  eye contact, nodding

- **Observation:**
  dress, body posture and use of hands may have different meanings to parents of other cultures with regard to formality, level of authority, respect.

- **Loudness and tone of voice**

- **Variations in physical proximity:**
  closeness and more body contact are more common in Hispanic cultures.

NON-VERBAL MESSAGES

(4.4.5.T.3)

First impression is conveyed nonverbally.

Poor Non-verbal Behaviors:

- Averting eyes, staring at watch
- Moving restlessly

Some Specific Non-verbal Skills in Intercultural Exchange

- Professional, understated dress
- Awareness of cultural differences in:
  - Handshakes
  - Gestures
  - Facial Expressions
  - Use of body space

4.4 ESTABLISHING EFFECTIVE COMMUNICATION WITH PARENTS IN MULTICULTURAL SETTINGS

4.4.6 Selecting and Working with Interpreters/Translators

CRITICAL POINTS

- Selecting and using interpreters and translators will become necessary for administrators and teachers in multicultural settings. Unilingual professionals may find this a difficult process, and may be tempted to rely upon the first available bilingual individual located. Generally speaking - the fewer bilingual professionals available on the staff the more effort must be expended to develop and train a pool of available translators/interpreters.

- Translators/interpreters may be selected and trained for different purposes. Many individuals may possess the warmth and social interest to assist in "welcome wagon" and routine parent orientation activities. Some individuals may be skilled in transcription of written materials. More extensive training will be necessary for individuals participating in formal special education diagnosis, placement and program planning meetings.

CHOOSING INTERPRETER/TRANSLATOR

(4.4.6.T.1)

- Someone who has served before (trained)
- Preferably someone in education or

  a community person
  an aide
  a friend of the family
  (If all else fails, a relative)

- The person must be bilingual. The person must be familiar with the community.
- Willingness to help, personal warmth.
- Controlled responses
- Talks easily, answers well
- Respectful of family confidentiality.

BRIEFING: A PREPARATORY SESSION WITH PROFESSIONALS AND INTERPRETERS OR TRANSLATORS

(4.4.6.T.2)

- state purpose of conference
- stress confidentiality
- inform I/T about student, family
- explain reliability and purpose of tests
- discuss verbal, non-verbal communication
- ask I/T to be conscious of own non-verbal behavior and to write down all behaviors noted
- give I/T information on tests to review

TRANSLATION

(4.4.6.T.3)

Definition: Translation is written communication in which bilingual/bicultural translator changes a written message in a second language.

Literacy skills include proficiency in:

1st Language <--Vocabulary--> 2nd Language

<-- Content -->

<-- Meaning -->

<-- Intent -->

<-- Appropriate Levels -->

<-- Formal/Informal -->

In schools translators assist with:

- Newsletters
- Notes to parents
- IEP's
- Formal due process forms and notifications

WORKING WITH INTERPRETERS/TRANSLATORS IN PARENT CONFERENCES

(4.4.6.T.4)

THREE STEPS ARE RECOMMENDED:

Prior to conference
- Briefing

During the conference
- Interaction

After the conference
- Debriefing

Adapted from: Langdon, 1988.

4.4 ESTABLISHING EFFECTIVE COMMUNICATION WITH PARENTS IN MULTICULTURAL SETTINGS

4.4.7 Training and Use of Translators/Interpreters

CRITICAL POINTS

- Identification of faculty, staff and community members that can act as translators in the languages represented in your school is a very important first step in proactive planning

- Translators and interpreters vary in their functions. Translators provide word by word translations of languages in a written form. Interpreters verbally summarize and convey meaning.

- Professionals in schools should plan for the use of **trained** translators. The training of the translators and interpreters should address the following elements:

  a) The need for **precise** translation in written documents.
  b) The important role of the translator/interpreter as an **objective** assistant, not as an advocate of parents or of school personnel.
  c) The need for the interpreter to maintain a respectful and positive stance with the parents.
  d) The need for the translator to prepare a reverse translation for school personnel when precise translations are difficult.
  e) The training of translators/interpreters in the use of specialized vocabulary. e.g. Individual Educational Plan.
  f) The need for school personnel to speak directly to the parents, not to the interpreter, during exchanges.
  g) The need for confidentiality of student and family information

Note: See **Module 1: Foundations of Multicultural Education** for extensive information regarding the training and use of translators/interpreters.

ELEMENTS TO BE ADDRESSED IN THE TRAINING AND USE OF TRANSLATORS/INTERPRETERS

(4.4.7.T.1)

- The need for precise translation in written documents.
- The important role of the translator/interpreter as an objective assistant, not as an advocate of parents or of school personnel.
- The need for the interpreter to maintain a respectful and positive stance with the parents.
- The need for the translator to prepare a reverse translation for school personnel when precise translations are difficult.
- The training of translators/interpreters in the use of specialized vocabulary. e.g. Individual Educational Plan.
- The need for school personnel to speak directly to the parents, not to the interpreter, during exchanges.
- The need for confidentiality of student and family information
- The importance of the translator/interpreter in establishing positive parent-school relationships.
- The need for translators/interpreters to remain in that role and not become the primary source of information.

PERSONS WHO PROVIDE ASSISTANCE IN BRIDGING THE CULTURAL AND LINGUISTIC GAP BETWEEN HOME AND SCHOOL

(4.4.7.T.2)

- Bilingual staff members
- Bilingual relatives of families
- Trained Interpreters/Translators
- Parent volunteers to assist in
  - home visits
  - contacting parents by phone
  - encouraging PTA/PTO and school activity attendance
  - classroom helpers
  - cultural informants
- Community members from neighborhood businesses and churches
- Representatives of local non-English media (newspapers, radio, TV)

4.4 ESTABLISHING EFFECTIVE COMMUNICATION WITH PARENTS IN MULTICULTURAL SETTINGS

4.4.8 Preparing for Parent Meetings

CRITICAL POINTS

- Consider the whole environment. If the parents are limited in English, alert the school receptionist, and try to have someone who can speak to them present to provide assistance. First impressions are important. Try to have a space free from interruptions. Have materials ready, provide pencils and paper for parents. Comfortable chairs and agreeable temperature add to the creation of a positive environment.

- Remember that parents often bring negative associations about school with them. Parents are also busy. Parents need to feel that something specific was accomplished by the meeting. Prepare handouts that look professional. Have an agenda. Summarize the points that were made at the meeting in conclusion.

GENERAL PRINCIPLES FOR PARENT CONFERENCES

(4.4.8.T)

1. Meet the parent, greet warmly (use translators if necessary)
2. Thank the parent for coming
3. If the parent is angry, listen
4. Do not get detoured in discussion
5. Keep focused
6. State information in specific terms
   Example: "Pablo did homework twice last week."
7. Do not interpret problems of child as due to home problems
8. Give specific test results along with explanation that a single test score is part of overall evaluation
9. Assure parents that they can speak to others if they are not satisfied
10. Discuss possibilities for further home/school collaboration to assist student
11. Soon after conference, record meetings, what transpired, those present
12. In the event there were disagreements, present summary to principal
13. Send note to parents
14. Follow up with more information, evidence of child achievement or other material related to meeting or specific concerns

4.4 ESTABLISHING EFFECTIVE COMMUNICATION WITH PARENTS IN MULTICULTURAL SETTINGS

4.4.9 Conducting Effective Home Visits

CRITICAL POINT

- The use of home visits as an effective way of establishing positive relationships with NELB parents is often overlooked. Home visits may have the following advantages
    - Parent difficulties with transportation and child care are resolved
    - Parents may be favorably impressed by the willingness of the school to meet their needs
    - Parents are more comfortable in their own home and may discuss issues with more freedom.
    - Much useful informal information regarding the structure and needs of the family may become evident during the visit
    - Students often have positive reactions toward the teachers that know and are supportive of their families.

GUIDELINES FOR USE OF HOME VISITS

(4.4.9.T)

- Ascertain whether or not the visit will be considered threatening or intrusive (use cultural informant/translator).
- Dress professionally.
- Be aware of the symbolic importance of proffered food and drink. Refusal may signal rejection of hospitality.
- Be complementary of food, drink and children. (In some cultures a host may feel obligated to present an admired object to the visitor.)
- Be prepared for the presence of extended family. (You may wish to conduct highly confidential discussions in another setting.)

4.4 ESTABLISHING EFFECTIVE COMMUNICATION WITH PARENTS IN MULTICULTURAL SETTINGS

4.4.10 Effective Use of Written Communication With NELB Parents

CRITICAL POINT

- Cooperation between multicultural parents and schools can be built upon congruencies, areas of common agreement. Research revealed that Hispanic parents hold these beliefs in common with U.S. Schools:

  - the parents highly valued educational achievement
  - they believe that achievement comes through hard work and perseverance **(Goldenberg, 1987)**

  Using these common beliefs, schools can assist parents who want to know how to help their children succeed in school.

EFFECTIVE USE OF WRITTEN COMMUNICATION WITH NELB PARENTS

(4.4.10.T)

1. All formal notices or forms should be available in the language of the parent.

2. Materials available in a bilingual format that parents can borrow will be helpful.

3. Simple pamphlets or statements from individual teachers informing parents what is being taught at certain times are also helpful

4. Supplying explanations of holidays, important historic dates, and other specific U.S. cultural information to parents who can discuss these with their children is useful. The same is true of sports and school extra curricular activities. Explanations of games played in physical education, dances, pep rallies, clubs and customs will be helpful.

5. Send home explanations of how parents may be helpful. Encourage parents to share their knowledge of another culture with their children, who can contribute to class and school knowledge.

6. Compose short forms that parents can use to assist their children with homework. A form may have a brief explanation of the math problem, a paragraph about a social studies lesson, an example of a grammatical structure. The assignment can be attached. If the parent does not read English, a translator can assist. Files of such instruments can be compiled and maintained for future use.

4.4 ESTABLISHING EFFECTIVE COMMUNICATION WITH PARENTS IN MULTICULTURAL SETTINGS

4.4.11 Forms of Written Communication

CRITICAL POINT

- A number of forms of written communication may be used as follow-ups to meetings, as ways to continue discussion with parents, as ways to involve parents, and to inform them of what is happening in school with their child. A list of these means of communication is presented next with brief comments. Bilingual written communication or translations may be necessary if parents cannot read English.

FORMS OF WRITTEN COMMUNICATION

(4.4.11.T.1)

1. School and class handbooks or parents guides.

2. Correspondence with the parents including notes and completed student work. Progress reports are correspondence.

3. Class newsletters. This can be a simple one page that helps to involve parents and keep them informed. Students' contributions are valuable. A variation is the class newsletter produced by students. Students can experience a great deal of pride in having such a product and seeing their contributions in print. Limited English proficient students can contribute to a class newspaper. A drawing with a few words, a bilingual contribution, even if it is how to say hello and goodbye, add to the newsletter. While photos and sketches are not always thought of as communication, all families like pictures of their children. A parent volunteer may record class activities in various ways. The information and illustrations can be copied and shared in the newsletter.

USE OF WRITTEN COMMUNICATION WITH NELB PARENTS

(4.4.11.T.2)

- School and class handbooks and parent guides may need to be explicit. NELB parents may be unaware of the purpose, or the parent/student roles in such events as PTA meetings, proms, SAT testing, etc.
- Formal written communications should be translated into the language of the parent.
- Use direct mail to insure parent receipt of information.
- Use verbal back ups (student verbal reports, phone calls, home visits) when parents do not respond to written communications.
- Do not overlook community media as potential vehicles for relaying school information (newspapers, shoppers guides, church bulletins, etc.)

4.4 ESTABLISHING EFFECTIVE COMMUNICATION WITH PARENTS IN MULTICULTURAL SETTINGS

4.4.12 Working with NELB Parents of Children with Learning Problems

CRITICAL POINTS

- The diagnosis of learning problems in NELB populations is a highly complicated process that should involve proper selection and interpretation of assessment instruments and the use of diagnosticians that speak the student's native language (see **Module 5: Transdisciplinary Teaming**). School personnel must make exceptional efforts to be sure that communication and cultural differences do not prevent NELB parents and students from receiving their legal right to due process.

- Be aware that teachers tend to refer students on the basis of program availability rather than student need. The proactive establishment of English language instructional classes or tutors, faculty and staff training and alternative curriculum will help prevent over-referral of NELB students to special education programs.

GUIDELINES FOR WORKING WITH NELB PARENTS OF CHILDREN WITH LEARNING PROBLEMS

(4.4.12.T.A)

1. Recognize the need for a period of adjustment. Students that are newly arrived to the United States may exhibit inappropriate behaviors or withdrawal. Students often go through a 'silent period' in which they are listening to the new language, but make few attempts to communicate.

2. Establish a positive relationship with the family as immediately as possible. Difficulties or discomfort using translators may prevent teachers from forming a relationship with the family. Understanding the family history, and gaining information from them about a student's previous experiences with formal education can provide powerful insight to the student's educational needs. It is regrettable, but not uncommon for NELB parents to have their first conference regarding their child's learning problems during a staffing meeting where a special class placement is being recommended.

3. The student should experience planned educational interventions prior to the special education referral, and the parents should be aware of the outcomes. Interventions may include English language instruction, use of alternative curriculum or teaching methodologies, academic tutoring, institution of a behavior management system or change of regular class placement.

GUIDELINES FOR WORKING WITH NELB PARENTS OF CHILDREN WITH LEARNING PROBLEMS

(4.4.12.T.B)

4. If concerns still exist after interventions and permission for diagnostic testing is sought parents have a right to
    a) Sign or refuse consent form written in their native language
    b) Detailed explanations (in their native language) of the instruments to be used, their limitations, and the purpose of the testing
    c) Copies of the documents
    d) Withdraw their permission and end the evaluation process at any time
    e) Refuse permission for placement of their child in a special education classroom regardless of diagnostic outcomes
    f) Seek a formal hearing to resolve differences with school professionals regarding diagnosis, placement or program development

4.4 ESTABLISHING EFFECTIVE COMMUNICATION WITH PARENTS IN MULTICULTURAL SETTINGS

4.4.13 Guidelines for Placement of NELB Students in Special Education Programs

CRITICAL POINTS

- Placement of any student in a special education classroom should occur only when other interventions have been unsuccessful. School personnel must work hard to overcome the communication problems that may confound the complicated process of referral, assessment and placement.
- Assessment of family and student history must occur in order to accurately interpret student intellectual and academic testing information. For example a Haitian student, from a family with little or no formal education, would not be expected to perform well on a translation of an English (culturally loaded) intelligence test. However, the student's ability to problem-solve and manipulate his/her native environment may be superior.
- Inform parents of the program placement(s) being considered for their child pending evaluation outcomes. Give parents an opportunity to visit the program(s) and understand the nature of services that may be offered.
- Parents must be informed in writing (in their native language) of the date, time and place where evaluation results will be interpreted and if a staffing will occur. Contact parents by phone prior to written notification to select a time that will be convenient for them. The written notification should also list the names and titles of the participants in the meeting.
- The written notification should inform the parents of their right to legal or other counsel.
- If there is any question about the parents ability to speak or understand English a trained translator should be present. All due process forms should be available in the parents' native language.
- The parent has the right to participate in the formulation of an Individual Education Plan prior to signing consent for placement of the student in the program.
- Parents do not have to consent or refuse placement at the staffing meeting. Parents should not be pressured into making decision instantly. Parents may wish to consider the information, seek another professional opinion or consult with a family member.

4.4 ESTABLISHING EFFECTIVE COMMUNICATION WITH PARENTS IN MULTICULTURAL SETTINGS

4.4.14 Obtaining Parent Consent for Evaluation or Program Placement

CRITICAL POINT

- Extensive lists of parent legal rights are available in all schools. School personnel should be sensitive to parent's emotional needs to understand and help their disabled child **(4.4.14.T.1 & 2).**

OBTAINING NELB PARENT CONSENT FOR EVALUATION OR PROGRAM PLACEMENT

(4.4.14.T.1.A)

1. Obtain information from the parents regarding preferences:

   - Convenient time
   - Convenient location
   - Needed assistance
   - Information they would like to receive in advance
   - Language spoken at home
   - Cultural aspects
   - Proficiency in the English language

2. Specify persons that should attend the conference

   - Professional from other disciplines
   - Student (?)
   - Translator/Culture broker

3. Inform parents (through verbal and written communication) of

   - Purpose of the conference
   - Time
   - Location
   - Names of team members

OBTAINING NELB PARENT CONSENT FOR EVALUATION OR PROGRAM PLACEMENT

(4.4.14.T.1.B)

4. Keeping in mind parents' preferences and particular stage of referral process, share information prior to the conference that will help them prepare for participation, such as:

   - Evaluation reports
   - Evaluation checklists
   - List of subject areas that should be covered by the IEP
   - Summary of student's strengths and weaknesses in each subject area
   - Possible goals and objectives
   - Information on legal rights
   - Information of placement options
   - Information on related serves

5. Encourage parents to visit each program prior to the conference

   - Discuss the conference objectives and procedures with the student and encourage students to discuss their preferences with their parents
   - Encourage parents to share relevant information with school personnel prior to the conference
   - Prepare an agenda to cover each of the components of the conference

DIAGNOSTIC FEEDBACK: BEING SENSITIVE TO FAMILIES

(4.4.14.T.2)

Professionals should provide feedback in a situation that addresses:

- Environment and privacy
- Both parents (if possible)
- Provide results first
- Ask for their interpretation of the problems and results
- Provide your interpretation next
- Be sensitive to parent's readiness level
- Be aware of non-verbal cues
- Keep information simple and basic
- Give sense of calm and composure
- Do not argue with denial
- Honesty with compassion

4.4 ESTABLISHING EFFECTIVE COMMUNICATION WITH PARENTS IN MULTICULTURAL SETTINGS

4.4.15 Dealing with Aggression

CRITICAL POINTS

- Aggression may be an understandable parent reaction to news that a child is disabled. Parents may feel personally responsible, or threatened. Parents may sound aggressive when confused or saddened.

- Staff must learn to avoid verbal and non-verbal confrontative behaviors that may provoke aggressive responses. In addition staff must learn to employ behaviors that will defuse conflict. **(4.4.15.T)**.

TIPS FOR DEALING WITH AGGRESSION

(4.4.15.T)

DO

1. Listen
2. Write down what they say
3. When they slow down, ask them what else is bothering them
4. Exhaust their list of complaints
5. Ask them to clarify any specific complaints that are too general
6. Show them the list and ask if it is complete
7. Ask them for suggestions for solving any of the problems that they have listed
8. Write down the suggestions
9. As much as possible, mirror their body posture during the process
10. As they speak louder, you speak more softly

DO NOT

1. Argue
2. Defend or become defensive
3. Promise things you can't produce
4. Own problems that belong to others
5. Raise your voice
6. Belittle or minimize the problem

4.4 ESTABLISHING EFFECTIVE COMMUNICATION WITH PARENTS IN MULTICULTURAL SETTINGS

4.4.16 Concluding Parent Conferences

CRITICAL POINT

- School staff must become expert at resolving conflict and bringing resolution to conferences even then the desired result has not occurred. Conference outcomes should be summarized for all. Always end meeting on positive note and expressed desire to continue to work with the parents to meet the student's educational needs.

CONCLUDING PARENT CONFERENCES

(4.4.16.T)

- Summarize and record major decisions and follow-up responsibilities
- Delegate follow-up responsibility for any major goal requiring attention
- Review with parents their new responsibility
- Define strategies for ongoing communication with parents
- Explain IEP review meetings
- Express appreciation for parents collaboration

4.4 ESTABLISHING EFFECTIVE COMMUNICATION WITH PARENTS IN MULTICULTURAL SETTINGS

4.4.17 Other Vehicles for Communication with NELB Students and Parents

CRITICAL POINT

- Creativity may be used to get school information to NELB students and families. Translators may be used for students or parents at student council or PTA meetings. Local business concerns may be willing to print and post non-English announcements or events. Churches may provide information through pulpit announcements or bulletins. In urban areas non-English language media are often available. In addition, parent volunteers may be able to call or visit families to encourage school activity attendance. Local advocacy groups for the handicapped should provide parent information in the native languages of the parents.

OTHER VEHICLES FOR COMMUNICATION WITH NELB STUDENTS AND PARENTS

(4.4.17.T)

- Student council meetings and newsletters
- Peer translators for students and families
- Church announcements
- Social workers and social service agency workers
- Parent volunteers
- Radio announcements (especially non-English language stations)
- Newspaper announcements (especially non-English language papers)
- Parent advocacy group newsletters

4.5 STRATEGIES FOR INVOLVING NELB FAMILIES IN SCHOOLS

4.5.1 Levels of Parent Involvement

CRITICAL POINTS

- When parents appear not to be involved, school personnel may consider them disinterested. Rather than disinterest, parents today may be responding to other demands. Parent involvement in schools may need to take different forms.

- Schools must consider how much parent involvement is ideal. Some faculties are comfortable with a great degree of parent involvement. Some teachers and administrators are uncomfortable with parent involvement in the selection or use of curriculum. A first step in promoting parent involvement should include a survey of the staff and consensus on the roles of parents in the school.

LEVELS OF PARENT INVOLVEMENT

(4.5.1.T)

- Parent advocate (national, state, local)
- Parent policy review team
- School volunteer
- Cultural informants
- P.T.A., attendance at social events, assist children at home
- Parents as receivers of school information (report cards, newsletters)
- Parents who do not understand or participate
- School/community or business liaisons

4.5 STRATEGIES FOR INVOLVING NELB FAMILIES IN SCHOOLS

4.5.2 Developing Strong School-Community Relationships

CRITICAL POINTS

- Administrators play a vital role in establishing a program for developing faculty awareness. Administrators must model and implement programs to attract NELB families to school events.
- Community resources should be actively exploited. Local business are often willing to donate materials or provide incentives for motivational programs or bases for vocational experiences. Local churches will often provide financial and/or social/emotional support for local needy families.
- Cultural informants may be tremendously useful in forging the bonds between school and community.

DEVELOPING STRONG PARENT-COMMUNITY RELATIONSHIPS

(4.5.2.T.1.A)

1. Educate faculty in community awareness including attention to cultural, socioeconomic, religious and political values.

2. Establish positive student and family oriented policies and guidelines including practices for:

   - conducting parent conferences
   - establishing confidentiality of communications
   - dealing with controversy and conflict
   - coping with complaints about curriculum and discipline
   - using community resources (fieldtrips, speakers, organizations)
   - community use of school resources

DEVELOPING STRONG PARENT-COMMUNITY RELATIONSHIPS

(4.5.2.T.1.B)

3. Assess faculty and parent preferences for forms of parent involvement.

   Note:

   - there are degrees of parent involvement
   - there is no one right format for involvement. The role of parents should meet parent, teacher, and student needs in specific school settings.

4. Establish a community resource file.

5. Follow through on plans to communicate frequently and effectively with parents.

4.5 STRATEGIES FOR INVOLVING NELB FAMILIES IN SCHOOLS

4.5.3 Formulating a Plan for Parent Involvement in a School

CRITICAL POINTS

- School personnel can consider parent involvement in their school. What kind of parent involvement takes place? By considering certain factors, they can add to or change the model to better meet the needs of parents of diverse backgrounds.

- A school plan for NELB student involvement should include cyclical patterns of parent, student and staff orientations, survey of needs and informal evaluation and restructuring of programs. In other words, the plan should be considered an ongoing commitment, though the needs of the parents, teachers, students, administrators and staff may change over time.

FORMULATING A PLAN FOR NELB PARENT INVOLVEMENT IN A SCHOOL

(4.5.3.T)

- Define the parents' needs
- Obtain cultural information and community resources
- Design a plan for parent involvement that meets the needs of parents in their school, that is ongoing in scope of developing and permits revision to address changing family needs

4.5 STRATEGIES FOR INVOLVING NELB FAMILIES IN SCHOOLS

4.5.4 Use of Cultural Informants

CRITICAL POINT

- Cultural informants are persons knowledgeable of the culture of the NELB families in your school. They may participate in your school. They may participate in the awareness training of the faculty. They may assist teachers, administrators and PTAs in planning school activities and establishing awareness of special holidays. Cultural informants may form a 'welcome wagon' committee for new parents. Cultural informants may be used to help formulate written communication to parents.

USE OF CULTURAL INFORMANTS

(4.5.4.T)

- Provide information to the school personnel regarding cultural social patterns, foods, holidays, family and religious holidays.
- Function as liaison between schools and other community organizations.
- Assist in the orientation of new families to the school community.
- Trouble shoot written communications to make suggestions for inclusions or elaborations.

4.5 STRATEGIES FOR INVOLVING NELB FAMILIES IN SCHOOLS

4.5.5 NELB Parent and Community Volunteers

CRITICAL POINT

- Recruitment and training of NELB parents as volunteers takes extra effort. However, the inclusion of NELB parents in school will provide a strong positive vehicle for communication with future parent populations.

NELB PARENT AND COMMUNITY VOLUNTEERS

(4.5.5.T)

Multicultural Volunteers can:

- Assist newcomers to school
- Provide cultural information
- Interpret
- Translate
- Work with students
- Join in activities
- Contribute foods, artifacts, to international days
- Provide school contact with community businesses and social organizations
- Orient new families
- Solicit and train new volunteers

4.5 STRATEGIES FOR INVOLVING NELB FAMILIES IN SCHOOLS

4.5.6 Encouraging NELB Parents to Volunteer

CRITICAL POINTS

- Initially, use trained staff members, administrators and known cultural informants in soliciting parent volunteers
- As the schools NELB parent-involvement increases, encourage oriented NELB families to participate in soliciting new parent involvement.

ENCOURAGING NELB PARENTS TO VOLUNTEER

(4.5.6.T)

- Provide information about role of volunteers in school in the languages of the community
- Explain need and interest of school for multicultural assistance
- Provide orientation and training to increase parent confidence in their ability to assist
- List specific volunteer jobs with time commitment
- Plan simple, attractive awards for volunteers

Adapted from: Sarason, 1977.

4.5 STRATEGIES FOR INVOLVING NELB FAMILIES IN SCHOOLS

4.5.7 Strategies for Providing Support to Families in Schools

CRITICAL POINT

- Schools may be unable to implement all the suggested strategies the first year of commitment. Administrators and teachers should plan the development of the schools capabilities.

STRATEGIES FOR PROVIDING SUPPORT TO FAMILIES IN SCHOOLS

(4.5.7.T)

- Provision of information through school communication in native languages
- Provision of information through media and community vehicles (newspaper, radio, church bulletins, etc.)
- Provision of orientation and awareness training
- Provision of recreational experiences (multicultural festivals, fairs, presentations)
- Provision of parent support groups (for handicapped children, parenting, English language learning, etc.)
- Provision of active brokerage to community services (social, health, housing, educational, transportation, vocational)
- Provision of parent advocacy information related to specific disabilities

4.5 STRATEGIES FOR INVOLVING NELB FAMILIES IN SCHOOLS

4.5.8 Tangible Benefits of School-Community Involvement

CRITICAL POINT

- Community leaders may donate money, equipment, expertise or volunteer time to schools. Involving parents in school goal settings though participation or advisory committees may be helpful in identifying common goals.

TANGIBLE BENEFITS OF SCHOOL-COMMUNITY INVOLVEMENT

(4.5.8.T)

- Financial: community donations of time, money, services and equipment are common, and often provide the 'extras' schools cannot afford on shrinking budgets.
- Expansion of capabilities: Trained volunteers and cultural informants may provide hundreds of hours of specialized services to schools, enhancing ability to successfully implement new programs.
- Student success

4.5 STRATEGIES FOR INVOLVING NELB FAMILIES IN SCHOOLS

4.5.9 Intangible Benefits of School-Community Involvement

CRITICAL POINT

- The climate of the school is affected by the ability of the families and the school staff to communicate in a positive manner and define and address common goals.

INTANGIBLE BENEFITS OF SCHOOL-COMMUNITY INVOLVEMENT

(4.5.9.T)

- Positive feelings of partnership and collaboration
- Parents feel their values and cultural heritage are respected by the school
- School personnel feel community members are supportive of school goals
- Development of the concept of education as a community goal extending outside schools to libraries, boys' and girls' clubs, museums and city recreation programs
- Efficient use of resources: school buildings can become meeting places and focal points for community activities including language and citizenship classes, driving and computer training, health education
- Language and culture exchange. Faculty and parents may wish to exchange language and cooking lessons, educational slide presentations, etc.

4.5 STRATEGIES FOR INVOLVING NELB FAMILIES IN SCHOOLS

4.5.10 The Role of Parent Advocacy Groups

CRITICAL POINT

- Parent advocacy groups provide specialized support to parents in need. The support may be emotional, legal, financial, or educational. See the following appendix for summaries of nationally recognized parent advocacy groups. Local communities may also set up their own organization to meet family needs.

THE ROLE OF PARENT ADVOCACY GROUPS

(4.5.10.T.1)

Parents as individuals and as members of advocacy groups are often the most powerful catalysts of positive change. Advocacy groups and their members may effect this change through some of the following roles and activities:

- Members of boards of directors
- Members of P.L. 94-142/99-457 Interagency Coordinating Councils
- Participation on advisory committees
- Staff and volunteer trainers
- Data collection/program evaluation
- Political lobbying at state/local levels

Adapted from: Anderson & Fenichel, 1989.

PROMOTING PARTICIPATION OF NELB PARENTS IN ADVOCACY ACTIVITIES

(4.5.10.T.2)

NELB parent state and local advocacy activities may be assisted through:

- **provision of flexible meeting times and locations**
- **training identified through parent need assessment**
- **financial assistance/reimbursement (travel, per diem, child care, parking, etc.)**

Adapted from: Anderson & Fenichel, 1989.

DICTIONARY OF TERMS

Appropriate--suitable for meeting a need

Assessment--collecting information about a child's learning needs, which may include social, psychological, and educational evaluations used to determine assignment to special programs or services; a process using observation, testing, and test analysis to determine an individual's strengths and weaknesses to plan his or her education services

Assessment Team--a group of people from different areas of expertise who observe and test a child to find out his or her strengths and weaknesses

At-Risk--a term used with children who have, or could have, problems with their development that may affect later learning

Case Manager--someone who acts as a coordinator of an infant's or toddler's services and works in partnership with the family and providers of special programs; case managers are employed by the lead agency

Cognitive--a term that describes the process people use for remembering, reasoning, understanding, and using judgement

Counseling--advice or help given by someone qualified to give such advice or help (often psychological counseling)

Developmental--having to do with the steps or stages in growth and development before the age of 18

Developmental History--the developmental progress of a child (ages birth to 18 years) in such skills as sitting, walking or talking

Developmental Tests--standardized tests that measure a child's development as it compares to the development of all other children of that age

Diagnosis--a medical explanation of a physical problem

Early Childhood Specialist--someone who specializes in early childhood development, usually having a master's degree or Ph.D. in an area related to early childhood education and/or development

Eligibility--ability to qualify for a service

Evaluating--analyzing a child's special learning needs

Evaluation--(applies to school-age children) a way of collecting information about a student's learning needs, strengths, and interests; the evaluation is part of the process of determining whether a student qualifies for special education programs and services

Free, Appropriate Public Education--(often referred to as FAPE) one of the key requirements of Public Law 94-142 which requires that an education program be provided to all school-aged children (regardless of handicap) without cost to families; the exact requirements of "appropriate" are not defined

Handicap--the result of any physical or mental condition that affects or prevents one's ability to develop, achieve, and/or function in an educational setting at a normal rate

Identification--the process of locating and identifying children needing special services

Individualized Education Program (IEP)--a written education plan for a school-aged child with handicaps developed by a team of professionals (teachers, therapists, etc.) and the child's parents; it is reviewed and updated yearly and describes how the child is presently doing, what the child's learning needs are, and what services the child will need; (for children ages 0-2 years the IFSP is used)

Individualized Family Service Plan (IFSP)--a written statement for an infant or toddler (ages birth through 2 years-old) developed by a team of people who have worked with eh child and the family; the IFSP must contain the child's level of development, strengths and needs, major goals or outcomes expected, services needed, date of the next evaluation, and the starting date of the present IFSP

Lead Agency--the agency (office) within a state or territory in charge of overseeing and coordinating childhood services and programs

Least Restrictive Environment (LRE)--an educational setting or program that provides a student with handicaps the chance to work and learn to the best of his or her ability

Occupational Therapy--a therapy or treatment provided by an occupational therapist that helps an individual develop mental or physical skills that will aid in daily living; it focuses on the use of hands and fingers; on coordination of movement, and on self-help skills, such as dressing, eating with a fork and spoon, etc.

Parent Training and Information Programs--programs that provides information to parents of children with special needs about acquiring services, working with schools and educators to ensure the most effective educational placement for their child, understanding the methods of testing and evaluating a child with special needs, and making informed decisions about their child's special needs

Physical Therapy--treatment of (physical) disabilities given by a trained physical therapist (under a doctor's orders) that includes the use of massage,

exercise, etc., to help the person improve the use of bones, muscles, joints, and nerves

Placement--the classroom program and /or therapy that is selected for a student with special needs

Policy/Policies--rules and regulations; as related to early intervention and special education programs, the rules that a state or local school system has for providing services for and educating its students with special needs

Private Therapist--any professional therapist (therapist, tutor, psychologist, etc.) not connected with the public school system or public agency

Program(s)--in special education, a service, placement, and/or therapy designed to help a child with special needs

Psycho-social (development)--the psychological development of a person in relation to his or her social environment

Psychologist--a specialist in the field of psychology, usually having a master's degree or Ph.D. in psychology

Public Agency--an agency or office, or organization that is supported by public funds and serves the community at large

Public Law 94-142--a law passed in 1975 requiring that public schools provide a "free, appropriate public education" to school-aged children ages 3-21 (exact ages depend on state's mandate), regardless of handicapping condition

Public Law 99-457--an ammendment to P.L. 94-142 passed in 1986 that require states and territories to provide a "free, appropriate public education" to all children ages 3-5 by school year 1991-92 and provides funds for states and territories to offer programs and services to infants and children (ages birth to 2) with handicaps

Related Services--transportation and developmental, corrective, and other support services that a child with handicaps requires in order to benefit from education

Services/Service Delivery--the services (therapies, instruction, treatment) given to a child with special needs

Special Education Programs/Services (Exceptional Education)--programs, services, or specially designed instruction for children over three years old with special needs who are found eligible for such services; these include special learning devices for the regular classroom or special classes and program if the problems are serious

Speech/Language Therapy--a planned program to improve and correct speech and/or language or communication problem in people who are not thought to be able to improve without such help

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APPENDIX
Parent and Professional Support Services and Resources

ADOPTION	
National Adoption Center	1-800-TO-ADOPT
AIDS	
National Gay Task Force AIDS Information Hotline	1-800-221-7044
National Sexually Transmitted Diseases Hotline	1-800-227-8922
Public Health Service AIDS Hotline	1-800-342-AIDS
ALCOHOLISM	
Alcoholism Hotline at AD Care Hospital	1-800-ALCOHOL
(If calling from New Jersey)	1-800-322-5525
National Clearinghouse for Alcohol and Drug Information	1-800-662-HELP
BLINDNESS/VISION	
American Council for the Blind	1-800-424-8666
American Foundation for the Blind	1-800-AFBLIND
Job Opportunities for the Blind (JOB)	1-800-638-7518
National Association for Parents of the Visually Impaired	1-800-561-6265
National Eye Care Project Hotline	1-800-222-EYES
National Library Services for the Blind and Physically Handicapped	1-800-424-8567
National Retinitis Pigmentosa Foundation	1-800-638-2300
BURN VICTIMS	
International Shriners Headquarters	1-800-237-5055
(If calling from Florida)	1-800-282-9161
(If calling from Canada)	1-800-361-7256
CANCER	
AMC Cancer Information Line	1-800-525-3777
National Cancer Institute Information Service	1-800-4-CANCER
CAREER COUNSELING	
ERIC Clearinghouse on Adult Career and Vocational Education	1-800-848-4815
Higher Education and Adult Training of People with Handicaps (HEATH Resource Center)	1-800-54-HEATH
Job Accommodation Network (JAN)	1-800-526-7234
(If calling from West Virginia)	1-800-526-4698
Job Opportunities for the Blind (JOB)	1-800-638-7518
National Committee for Citizens in Education	1-800-NETWORK
CEREBRAL PALSY	
United Cerebral Palsy Associations, Inc. (UCPA) National Headquarters (New York, NY)	1-800-USA-1UCP
UCPA Affiliate Relations Division (Washington, D.C.)	1-800-USA-2UCP
UCPA Community Services Division (Washington, D.C.)	1-800-USA-5UCP
CHILD ABUSE	
National Child Abuse Hotline	1-800-422-4453
Parents Anonymous Hotline	1-800-421-0353
(If calling from California)	1-800-352-0386

For this information we gratefully acknowledge:
NICHY - National Information Center for Children and Youth with Handicaps

CLEFT PALATE		
American Cleft Palate Educational Foundation Cleftline		1-800-24-CLEFT
(If calling from Pennsylvania)		1-800-23-CLEFT
COMPUTERS		
Apple Office of Special Education		1-800-732-3131 Ext. 275
AT&T Computers (General Sales)		1-800-247-1212
Center for Special Education Technology c/o Council for Exceptional Children		1-800-345-TECH
IBM National Support Center for Persons with Disabilities		1-800-IBM-2133
COMMUNICATION DISORDERS		
American Speech-Language-Hearing Association	(V/TDD)	1-800-638-8255
National Center for Stuttering		1-800-221-2483
DEAF-BLINDNESS		
National Information Center on Deaf-Blindness	(V/TDD)	1-800-672-6720 Ext. 5289
(If calling from Washington, D.C.)	(V/TDD)	651-5289
DEAFNESS/HEARING IMPAIRMENTS		
Better Hearing Institute Hearing HelpLine	(Voice)	1-800-424-8576
Captioned Films for the Deaf	(V/TDD)	1-800-237-6213
John Tracy Clinic on Deafness	(V/TDD)	1-800-522-4582
National Hearing Aid Society Hearing Aid HelpLine	(Voice)	1-800-521-5247
Occupational Hearing Services (Dial A Hearing Screening Test)	(Voice)	1-800-222-EARS
(If calling from Pennsylvania)	(Voice)	1-800-345-3277
TRIPOD GRAPEVINE, Service for Hearing Impaired	(V/TDD)	1-800-352-8888
(If calling from California)	(V/TDD)	1-800-346-8888
DIABETES		
Juvenile Diabetes Foundation Hotline		1-800-223-1138
DISEASES		
Alzheimer's Disease and Related Disorders Association		1-800-621-0379
(If calling from Illinois)		1-800-572-6037
American Leprosy Missions (Hansen's Disease)		1-800-543-3131
Huntington's Disease Society of America		1-800-345-4372
Lupus Foundation of America		1-800-558-0121
National Association for Sickle Cell Disease, Inc.		1-800-421-8453
National Cystic Fibrosis Foundation		1-800-344-4823
National Health Information Center (NHIC)		1-800-336-4797
National Information Center for Orphan Drugs and Rare Diseases (NICODARD)		1-800-336-4797
National Organization for Rare Disorders (NORD)		1-800-477-NORD
National Parkinson Foundation		1-800-327-4545
(If calling from Florida)		1-800-433-7022
Parkinson's Education Program		1-800-334-7877

For this information we gratefully acknowledge:
NICHY - National Information Center for Children and Youth with Handicaps

DOWN SYNDROME	
National Down Syndrome Congress	1-800-232-NDSC
National Down Syndrome Society	1-800-221-4602
DRUG INFORMATION	
Drug Abuse	1-800-544-KIDS
(If calling from New Jersey)	1-800-225-0196
National Clearinghouse for Alcohol and Drug Information	1-800-662-HELP
Parents Resource Institute for Drug Education (PRIDE)	1-800-221-9746
EDUCATION	
Educators Publishing Service, Inc. (Specific Learning Disabilities)	1-800-225-5750
National Committee for Citizens in Education	1-800-NETWORK
EMPLOYMENT	
Job Accommodation Network (JAN)	1-800-526-7234
(If calling from West Virginia)	1-800-526-4698
Job Opportunities for the Blind (JOB)	1-800-638-7518
EPILEPSY	
Epilepsy Foundation of America	1-800-EFA-1000
EQUIPMENT	
AT&T National Special Needs Center	1-800-833-3232
FINANCIAL AID	
Federal Hill-Burton Free Care Program	1-800-492-0359
(If calling from Maryland)	1-800-638-0742
Financial Aid for Education Available from the Federal Government	1-800-333-INFO
Health Care Financing Administration	1-800-638-6833
(If calling from Maryland)	1-800-492-6603
GROWTH DISORDERS	
Human Growth Foundation	1-800-451-6434
HEAD INJURY	
National Head Injury Foundation (For use by patients and their families only)	1-800-444-NHIF
HEALTH INFORMATION	
National Information System for Health Related Services	1-800-922-9234
National Health Information Center	1-800-336-4797
HEART DISORDERS	
Association of Heart Patients HeartLine	1-800-241-6993
IMMUNOLOGY	
National Jewish Center for Immunology and Respiratory Medicine	1-800-222-5864
KIDNEY DISORDERS	
American Kidney Foundation	1-800-638-8299
(If calling from Maryland)	1-800-492-8361

For this information we gratefully acknowledge:
NICHY - National Information Center for Children and Youth with Handicaps

LEARNING DISABILITIES (DYSLEXIA)

Educators Publishing Service, Inc.	
Specific Language Disabilities (Dyslexia)	1-800-225-5750
(If calling from Maryland)	1-800-792-5166
Orton Dyslexia Society	1-800-222-3123

LIVER DISORDERS

American Liver Foundation	1-800-223-0179

MAINSTREAMING INTO THE COMMUNITY

National Organization on Disability	1-800-248-ABLE

MEDIA

Handicapped Media, Inc.	1-800-321-8708
Information Center for Special Education Media and Materials	1-800-772-7372

MEDICAL DEVICES

Practitioners' Reporting System	1-800-638-6725
(If calling from Maryland - call collect)	301-881-0256

MENTAL RETARDATION

American Association on Mental Retardation	1-800-424-3088
(If calling from Washington, D.C.)	387-1968
Association for Retarded Citizens of the United States (ARC)	1-800-433-5255

MISSING CHILDREN

National Center for Missing and Exploited Children	1-800-843-5678

NEUROLOGICAL IMPAIRMENT/PARALYSIS

American Paralysis Association	1-800-225-0292
National Head Injury Foundation	
(For use by patients and their families only)	1-800-444-NHIF
National Headache Foundation	1-800-843-2256
(If calling from Illinois)	1-800-523-8858

For this information we gratefully acknowledge:
NICHY - National Information Center for Children and Youth with Handicaps

NEUROLOGICAL IMPAIRMENT/PARALYSIS (cont.)	
National Spinal Cord Injury Hotline	1-800-526-3456
(If calling from Maryland)	1-800-638-1733
NUTRITION	
Beech-Nut Nutrition Hotline	1-800-523-6633
Gerber Products Co.	1-800-443-7237
Johnson & Johnson Baby Products Information	1-800-526-3967
ORGAN DONORS	
The Living Bank	1-800-528-2971
ORTHOPEDIC PROBLEMS	
International Shriners Headquarters	1-800-237-5055
(If calling from Florida)	1-800-282-9161
RARE DISORDERS	
Cornelia de Lange Syndrome Foundation	1-800-223-8355
National Information Center for Orphan Drugs and Rare Disorders (NICODARD)	1-800-336-4797
National Organization for Rare Disorders (NORD)	1-800-477-NORD
National Reye's Syndrome Foundation	1-800-233-7393
(If calling from Ohio)	1-800-231-7393
National Tuberous Sclerosis Association	1-800-CAL-NTSA
REHABILITATION	
D.T. Watson Rehabilitation Hospital	1-800-233-8806
National Rehabilitation Information Center (NARIC)	1-800-34-NARIC
RESPIRATORY DISEASE	
National Jewish Center for Immunology and Respiratory Medicine Lung Line	1-800-222-LUNG
SPINA BIFIDA	
Spina Bifida Hotline	1-800-621-3141
SUDDEN INFANT DEATH SYNDROME (SIDS)	
National Sudden Infant Death Syndrome Foundation	1-800-221-SIDS
SUICIDE PREVENTION	
National Adolescent Suicide Hotline	1-800-621-4000
SURGERY	
National Second Surgical Opinion Hotline	1-800-638-6833
TELEPHONE USAGE FOR PERSONS WITH DISABILITIES	
Tele-Consumer Hotline	1-800-332-1124
(If calling from Washington D.C.)	223-4371
TOYS (Safe)	
Consumer Product Safety Commission	1-800-638-2772
TRAUMA	
American Trauma Society	1-800-556-7890

For this information we gratefully acknowledge:
NICHY - National Information Center for Children and Youth with Handicaps

ADDITIONAL RESOURCES FOR THE DISABLED

National Rehabilitation Information Center (NARIC)
The Catholic University of America
4407 Eighth Street, N.E.
Washington, D.C. 20017
(202) 635-5826
800-34-NARIC (provides information on equipment for persons with disabilities)

American Council on Rural Special Education (ACRES)
Western Washington University
359 Miller Hall
Bellingham, WA 98225
(206) 676-3576

Children's Defense Fund
122 C Street, N.W., Suite 400
Washington, D.C. 20001
(202) 628-8787

Community Integration Project
The Center on Human Policy
Syracuse University
123 College Place
Syracuse, NY 13244-4130
(315) 423-3851

Department of Health and Human Services
Administration on Developmental Disabilities
Hubert Humphrey Building, Room 348F
200 Independence Avenue, S.W.
Washington, D.C. 20201
(202) 245-2890

Higher Education and the Handicapped (HEATH)
One Dupont Circle, N.W., Suite 670
Washington, D.C. 20036-1193
(202) 939-9320
800-54-HEATH (provides information on transition, higher education, and post-secondary programs)

President's Committee on Employment of the Handicapped
1111 20th Street, N.W., 6th Fl.
Washington, D.C. 20036
(202) 653-5044

President's Committee on Mental Retardation
330 Independence Avenue, S.W.
Washington, D.C. 20201
(201) 245-7634

Job Accommodation Network (JAN)
Box 468
Morgantown, WV 26505
1-800-526-7234
1-800-526-4698 (in WV)

Mental Health Law Project
2021 L Street, N.W., Suite 800
Washington, D.C. 20036
(202) 467-5730

National Head Injury Foundation, Inc.
P.O. Box 567
Framingham, MA 01701
(617) 879-7473

National Library Service for the Blind & Physically Handicapped
The Library of Congress
Washington, D.C. 20442
(202) 287-5100

National Organization for Rare Disorders (NORD)
P.O. Box 8923
New Fairfield, CT 06812
(203) 746-6518

Office of Rehabilitation
Office of Special Education and Rehabilitative Services (OSERS)
U.S. Department of Education
Switzer Building
330 C Street, S.W.
Washington, D.C. 20202
(202) 732-1282

Special Education Programs
Office of Special Education and Rehabilitative Services (OSERS)
U.S. Department of Education
Switzer Building
330 C Street, S.W.
Washington, D.C. 20202
(202) 732-1007

Very Special Arts (VSA)
1331 Pennsylvania Avenue, N.W.
Suite 1205
Washing ton, D.C. 20004
(202) 662-8899

Sick Kids (need) Involved People, Inc. (SKIP)
216 Newport Drive
Severna Park, MD 21146
(301) 647-0164

For this information we gratefully acknowledge:
NICHY - National Information Center for Children and Youth with Handicaps

PUBLICATIONS

DISABILITY RAG

Advocado Press
P.O. Box 145
Louisville, KY 40201
(Published Bi-Monthly)

Articles about disabilities and up-to-date information on independent living.

DISABLED USA

President's Committee on Employment of the Handicapped
1111 20th Street, N.W., 6th Fl.
Washinton, D.C. 20036
(Published Monthly)

Reports progress in opportunities for people with disabilities and developments in rehabilitation employment.

THE EXCEPTIONAL PARENT

The Exceptional Parent
605 Commonwealth Avenue
Boston, MA 02215
(Published eight times yearly)

Emphasis on education, diagnosis, attitudes, and care. Addresses all handicaps, and is directed toward parents and professionals.

NETWORK NEWS

National Network of Parent Centers
312 Stuart Street, 2nd Floor
Boston, MA 02116
(Published Quarterly)

Information on educational advocacy issues and topics of concern to leaders of parent centers.

OSERS NEWS IN PRINT

Office of Special Education adn Rehabilitative Services (OSERS)
330 C Street, S.W.
3018 Switzer Building
Washington, D.C. 20202
(Published Quarterly)

Includes various resources and other information for those concerned with the needs of persons with handicaps.

SIBLING INFORMATION NETWORK NEWSLETTER

Connecticut's University Affiliated Program
School of Education
The University of Connecticut
Box U-64, Room 227
Storrs, CT 06268
(Published Quarterly)

Research and literature reviews, meetings, family relationships and information of interest for siblings.

For this information we gratefully acknowledge:
NICHY - National Information Center for Children and Youth with Handicaps

NATIONAL RESOURCES

CLEARINGHOUSES

Center for Special Education Technology
Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091-1589
703-620-3660
800-345-TECH (Toll Free)

ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091-1589
703-620-3660

Higher Education and Adult Training for People with Handicaps (HEATH)
One Dupont Circle, N.W., Suite 800
Washington, D.C. 20036-1193
202-939-9320
800-544-3284 (Voice/TDD)

National Clearinghouse for Professions in Special Education
2021 K Street, N.W., Suite 315
Washington, D.C. 20006
202-296-1800

National Health Information Center
P.O. Box 1133
Washington, D.C. 20013-1133
301-565-4167 (In Maryland)
800-336-4797 (Toll Free)

National Information Center on Deafness (NICD)
Gallaudet University
800 Florida Avenue, N.E.
Washington, D.C. 20002
202-651-5051 (Voice)
202-651-5052

National Information Center on Deaf-Blindness
Gallaudet University
College Hall 217
800 Florida Avenue, N.E.
Washington, D.C. 20002
202-651-5289

National Rehabilitation Information Center (NARIC)

ORGANIZATIONS

American Council of Rural Special Education (ACRES)
Western Washington University
Miller Hall 359
Bellingham, WA 98225
206-676-3576

American Foundation for the Blind (AFB)
15 West 16th Street
New York, NY 10011
212-620-2000
800-AFBLIND (Toll Free)

American Occupational Therapy Association (AOTA)
P.O. Box 1725
1383 Piccard Drive
Rockville, MD 20850
301-948-9626

American Physical Therapy Association (APTA)
1111 North Fairfax Street
Alexandria, VA 22314
703-684-2782

American Speech-Language-Hearing Association (ASHA)
10801 Rockville Pike
Rockville, MD 20852
301-897-5700 (Voice/TDD)

Association for the Care of Children's Health (ACCH)
3615 Wisconsin, Avenue, N.W.
Washington, D.C. 20016
402-244-1801

Association for Children and Adults with Learning Disabilities (ACLD)
4156 Library Road
Pittsburgh, PA 15234
412-341-1515 or 412-341-8077

Association for Persons with Severe Handicaps (TASH)
7010 Roosevelt Way, N.E.
Seattle, WA 98115
206-523-8446

For this information we gratefully acknowledge:
NICHY - National Information Center for Children and Youth with Handicaps

Autism Society of America
(formerly NSAC)
1234 Massachusetts Avenue, N.W.
Washington, D.C. 20005
202-0783-0125

Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091
703-620-3660

Epilepsy Foundation of America (EFA)
4352 Garden City Drive, Suite 406
Landover, MD 20785
301-459-3700

Head Start (Project)
Administration for Children, Youth and Families
Office of Human Development Services
U.S. Department of Health and Human Services
P.O. Box 1182
Washington, D.C. 20013
202-755-7710

Independent Living Research Utilization Project (ILRU)
The Institute for Rehabilitation and Research
3400 Bissonnet, Suite 101
Houston, TX 77005
713-666-6244

March of Dimes Birth Defects Foundation
1275 Mamaroneck Avenue
White Plains, NY 10605
914-428-7100

Muscular Dystrophy Association (MDA)
810 Seventh Avenue
New York, NY 10019
212-586-0808

National Alliance for the Mentally Ill (NAMI)
1901 N. Fort Myer Drive, #500
Arlington, VA 22209
703-524-7600

National Down Syndrome Congress
1800 Dempster Street
Park Ridge, IL 60068-1146
312-823-7550 (IL Only)
800-232-NDSC (Toll Free)

National Head Injury Foundation, Inc.
333 Turnpike Road
Southborough, MA 01772
617-485-9950

National Library Service for the Blind & Physically Handicapped
the Library of Congress
Washington, D.C. 20542
202-287-5100

National Spinal Cord Injury Association
600 West Cummings Park, Suite 2000
Woburn, MA 01801
617-935-2722
800-962-9629 (Toll Free)

Orton Dyslexia Society
724 York Road
Baltimore, MD 21204
301-296-0232
800-222-3123 (Toll Free)

Sibling Information Network
University Affiliated Program
991 Main Street, Suite 3A
East Hartford, CT 06108
203-282-7050

Sick Kids (need) Involved People (SKIP)
c/o SKIP of New York
500 E. 83rd Street, Suite 1B
New York, NY 10028
212-628-5994

Special Olympics
1350 New York Avenue, N.W., Suite 500
Washington, D.C. 20005-4709
202-628-3630

Spina Bifida Association of America
1700 Rockville Pike, Suite 540
Rockville, MD 20852
301-770-7222
800-621-3141 (Toll Free)

Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals
S-151 Waisman Center
1500 Highland Avenue
University of Wisconsin-Madison
Madison, WI 53705
608-262-6966

For this information we gratefully acknowledge:
NICHY - National Information Center for Children and Youth with Handicaps

National Down Syndrome Society
141 Fifth Avenue
New York, NY 10010
212-460-9330 (NY Only)
800-221-4602 (Toll Free)

National Easter Seal Society
2023 West Ogden Avenue
Chicago, IL 60612
312-243-8400

United Cerebral Palsy Associations, Inc.
66 East 34th Street
New York, NY 10016
212-481-6300
800-872-1827 (Toll Free)

For this information we gratefully acknowledge:
NICHY - National Information Center for Children and Youth with Handicaps

FEDERALLY FUNDED PARENT PROGRAMS

Alabama

Special Education Action Committee, Inc.
P.O. Box 81112
Mobile, AL 36689
(205) 478-1208
Director: Carol Blades

Arizona

Pilot Parents Inc.
Central Palm Plaza, Suite 100
2005 N. Central Avenue
Phoenix, AZ 85004
(602) 271-4012
Director: Mary Slaughter

Arkansas

Arkansas Coalition for the Handicapped
519 East Capitol Avenue
Little Rock, AR 72202
(501) 376-3420
Director: Paul Kelly

California

Team of Advocates for Special Kids (TASK)
18685 Santa Ynez
Fountain Valley, CA 92708
(714) 962-6332
Director: Joan Tellefsen

Colorado

Parents Education and Assistance for Kids (PEAK)
3709 East Platte, Suite 101
Colorado Springs, CO 80909
(303) 574-2345
National toll-free number:
(1-800) 621-8386, Ext. 338
Co-Directors: Judy Martz &
Barbara Buswell

Connecticut

Connecticut Parent Advocacy Center
c/o Mohegan Community College
Mahan Drive
Norwich, CT 06360
(203) 886-5250
Director: Nancy Prescott

Delaware

PIC of Delaware, Inc.
Newark Medical Building, Suite 5
327 E. Main Street
Newark, DE 19711
(302) 366-0152
Director: Patricia Herbert

District of Columbia

Parents Reaching Out Service, Inc.
DC General Hospital
Department of Pediatrics
Fourth Floor, West Wing
1900 Massachusetts Avenue, SE
Washington, DC 20003
(202) 727-3866
Director: Marsha Parker

Florida

Parent Education Network/Florida, Inc.
2215 East Henry Avenue
Tampa, FL 33610
(813) 239-1179
Director: Nadine Johnson

Georgia

Parents Educating Parents
Georgia/ARC
1851 Ram Runway, Suite 102
College Park, GA 30337
(404) 761-2745
Director: Mildred J. Hill

Illinois

Coordinating Council for Handicapped Chilc
220 South State Street, Room 412
Chicago, IL 60604
(312) 939-3513
Director: Charlotte Des Jardins

Design for Change
220 South State Street, Suite 1900
Chicago, IL 60604
(312) 922-0317
Director: Donald Moore

For this information we gratefully acknowledge:
NICHY - National Information Center for Children and Youth with Handicaps

Indiana

Task Force on Education for the Handicapped, Inc.
812 East Jefferson Boulevard
South Bend, IN 46617
(219) 234-7101
Director: Richard Burden

Iowa

Iowa Pilot Parents
1602 10th Avenue N.
P.O. Box 1151
Ft. Dodge, IA 50501
(515) 576-5870
Director: Carla Lawson

Kansas

Families Together, Inc.
1621 S.W. 32nd Street
Topeka, KS 66611
(913) 267-4270
Director: Patricia Gerdel

Louisiana

United Cerebral Palsy of Greater New Orleans
1500 Edwards Avenue, Suite M
Harahan, LA 70123
(504) 733-6851
Director: Glennie Wray

Maine

Special-Needs Parent Information Network (SPIN)
P.O. Box 2067
Augusta, ME 04330
(207) 582-2504
(1-800) 325-0220 (ME only)
Co-Directors: Virginia Steele &
Stacia Carver

Massachusetts

Federation for Children with Special Needs
312 Stuart Street, 2nd Floor
Boston, MA 02116
(617) 482-2915
Director: Martha Ziegler

Michigan

United Cerebral Palsy Assn. of Metropolitan Detroit
Service Department
17000 West 8 Mile Rd., Suite 380
Southfield, MI 48075
(313) 557-5070
Director: C. Richard Heiser

Citizens Alliance to Uphold Special Education (CAUSE)
313 South Washington Sq., Suite 040
Lansing, MI 48933
(517) 485-4084
(1-800) 221-9105 (MI only)
Director: Eileen Cassidy

Minnesota

Parent Advocacy Coalition for Educational Rights
(PACER)
4826 Chicago Avenue, South
Minneapolis, MN 55417-1055
(612) 827-2966
(1-800) 53-PACER (MN only)
Co-Directors: Marge Goldberg &
Paula Goldberg

Mississippi

Association of Developmental Organizations
of Mississippi
6055 Highway 18 South, Suite A
Jackson, MS 39209
(601) 922-3210
Director: Anne Presley

Montana

Parents, Let's Unite For Kids
Eastern Montana College
Montana Center for Handicapped Children
1500 N. 30th Street
Billings, MT 59101-0298
(406) 657-2055
Director: Katherine Kelker

Nevada

Nevada Association for the Handicapped
P.O. Box 28458
Las Vegas, NV 89126
(702) 870-7050
Director: Vince Triggs

New Hampshire

New Hampshire Parent Information Center (PIC
P.O. Box 1422
Concord, NH 03301
(603) 224-7005
Director: Judith Raskin

New Jersey

Involve New Jersey, Inc.
26C 2 East Second Street
Moorestown, NJ 08057
(609) 778-0599
Director: Mary L. Callahan

Puerto Rican Congress of New Jersey
515 South Broad Street
Trenton, NJ 08611
(609) 989-8888
Director: Jose Morales

New Mexico

Protection and Advocacy System
2201 San Pedro, NE
Building 4, #140
Albuquerque, NM 87110
(505) 888-0111
Co-Directors: James Jackson &
Beatriz Mitchell

Southwest Communication Resources, Inc.
P.O. Box 788
Bernalillo, NM 87004
(505) 867-3396
Director: Norman Segel

For this information we gratefully acknowledge:
NICHY - National Information Center for Children and Youth with Handicaps

New York

Parent Training and Information Project
24-16 Bridge Plaza South
Long Island, NY 11101
(718) 729-8866
Director: Nancy Nevarez

Parents Information Group/Exceptional Children
215 Bassett Street
Syracuse, NY 13210
(315) 478-0040
Director: Deborah Olson

Parent Network
92 Lancaster Avenue
Buffalo, NY 14222
(716) 882-0168
Director: Charlotte Vogelsang

North Carolina

Exceptional Children's Advocacy Council
P.O. Box 16
Davidson, NC 28036
(704) 892-1321
Director: Connie Hawkins

PARENT Project
(Parents Assisting Rural Educators
through Networking and Teaching in Schools)
Family, Infant & Preschool Programs
Western Carolina Center
300 Enola Road
Morganton, NC 28655
(704) 433-2864
Director: Anita Hodges

Ohio

Tri-*State Organized Coalition* for Persons with Disabilities
SOC Information Center
3333 Vine Street, Suite 604
Cincinnati, OH 45220
(513) 861-2400
Director: Thomas Murray

Ohio Coalition for the Education
of Handicapped Children
933 High Street, Suite 200-H
Worthington, OH 43085
(614) 431-1307
Director: Margaret Burley

Oklahoma

United Cerebral Palsy of Oklahoma, Inc.
2701 North Portland
Oklahoma City, OK 73107
(405) 947-7641
Director: Martie Buzzard

Oregon

Oregon COPE Project
(Coalition in Oregon for Parent Education)
999 Locust Street, NE, #42
Salem, OR 97303
(503) 373-7477
Director: Cheron Mayhall

Pennsylvania

Parents Union for Public Schools
401 North Broad Street, Room 916
Philadelphia, PA 19108
(215) 574-0337
Director: Christine Davis

Parent Education Network
240 Haymeadow Drive
York, PA 17402
(717) 845-9722
Director: Louise Thieme

Puerto Rico

Asociacion de Padres ProBienestar
de Ninos Impedios de PR, Inc.
Box 21301
Rio Piedras, PR 00928
(809) 765-0345
Director: Carmen Selles Vila

South Dakota

South Dakota Parent Connection
4200 S. Louise, Suite 205
Sioux Falls, SD 57106
(605) 361-0952
Director: Judie Roberts

Texas

Partnership for Assisting Texans with Handicaps (PATH)
Parents Resource Network, Inc.
6465 Calder Avenue, Suite 202
Beaumont, TX 77707
(409) 866-4726
Director: Janice Foreman

Utah

Utah PIC
4984 South 300 West
Murray, UT 84107
(801) 265-9883
Director: Jean Nash

Vermont

Vermont/ARC
Champlain Mill, #37
Winooski, VT 05404
(802) 655-4016
Director: Joan Sylvester

Virginia

Parent Educational Advocacy Training Center
228 South Pitt Street, Room 300
Alexandria, VA 22314
(703) 836-2953
Director: Winifred Anderson

Washington

Parents Advocating Vocational Education (PAVE)
1010 S. I Street
Tacoma, WA 98405
(206) 272-7804
Director: Martha Gentili

Wisconsin

Parent Education Project
United Cerebral Palsy of SE Wisconsin
152 West Wisconsin Ave., #308
Milwaukee, WI 53203
(414) 272-4500
Director: Liz Irwin

For this information we gratefully acknowledge:
NICHY - National Information Center for Children and Youth with Handicaps

NATIONAL RESOURCES

NaDSAP

National DIRECTION Service Assistant Project (NaDSAP)
The National Parent CHAIN
867-C High Street
Worthington, OH 43085
(614) 431-1911
Director: Donna Owens

NaDSAP is a technical assistance project aimed at helping states design, develop and implement state-wide systems of DIRECTION services.

STOMP

Specialized Training of Military Parents (STOMP)
Georgia/ARC
1851 Ram Runway
College Park, GA 30337
(404) 767-2258
Contact: Pam Ellington

Specialized Training of Military Parents (STOMP)
12208 Pacific Highway, S.W.
Tacoma, WA 98499
(206) 588-1741
Program Manager: Heather Hebdon

STOMP provides information and training to military families with children who have special educational needs. The project assists parents in networking within the military and civilian community. Services are provided to families both in the United States and overseas.

TAPP

Technical Assistance for Parent Programs (TAPP)
312 Stuart Street, 2nd Floor
Boston, MA 02116
(617) 482-2915
Director: Martha Ziegler

TAPP provides technical assistance for programs that work with parents of children with disabilities. Technical assistance is provided through the following four regional centers:

New Hampshire Parent Information Center (PIC)
P.O. Box 1422
Concord, NH 03301
(603) 224-7005
Director: Judith Raskin

Parents Educating Parents
Georgia/ARC
1851 Ram Runway, Suite 104
College Park, GA 30337
(404) 761-2745
Director: Mildred J. Hill

Parent Advocacy Coalition for Educational Rights
(PACER)
4826 Chicago Avenue, South
Minneapolis, MN 55417-1055
(612) 827-2966
Co-Directors: Marge Goldberg &
Paula Goldberg

Parents Advocating Vocational Education (PAVE)
1010 S. I Street
Tacoma, WA 98405
(206) 272-7804
Director: Martha Gentili

For information regarding these programs:

U.S. Department of Education
Office of Special Education and Rehabilitative Services (OSERS)
Office of Special Education Programs
Division of Personnel Preparation
Switzer Building, Room 4620
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 732-1032
Contact: Jack Tringo, Project Officer

For this information we gratefully acknowledge:
NICHY - National Information Center for Children and Youth with Handicaps

OTHER RESOURCE ORGANIZATIONS

Albuquerque Public Schools Board/Community Relations
P. O. Box 25704
Albuquerque, NM 87125
505 842-3758
Ms Toni Martorelli

Alliance on Illiteracy Program
507 Fifth Avenue, Suite 1101
New York, NY 10017

American Association of School Administrators (AASA)
1801 N. Moore Street
Arlington, VA 22209
703 528-0700
Mr. Gary Marx

Appalachia Educational Laboratory
P. O. Box 1348
Charleston, WV 25325
304 347-0400
Ms Beth Sattes, R&D Specialist, School Governance and Administration

Arkansas State Reading Council/IRC
#15 Oneida
North Little Rock, AR 72116
501 490-2000
Mrs. Sarah Womble

Association for Childhood Education International
11141 Georgia Avenue, Suite 200
Wheaton, MD 20902
Ms Lucy Prete

Avance Educational Programs for Parents & Children
1226 N. W. 18th
San Antonio, TX 78207
512 734-7924
Ms Sylvia Garcia, Parent Educator/Center Manager
Ms Julia Garza, Parent Educator
Ms Carmen P. Cortez, Director of Programs for Parents & Children
Ms Mercedes P. de Colon, Director of Fiscal Management & Evaluation
Ms Gloria G. Rodriguez, Executive Director

Bilingual Special Education, The University of Texas at Austin
College of Ed., Dept. of Spec. Ed., EDB 306, The Univ. of Texas-Austin
Austin, TX 78712
512 471-6244
Dr. Alba A. Ortiz, Associate Professor & Director

Center for Community Education
Texas A&M University
College Station, TX 77843
409 845-2620
Mr. Clifford L. Whetten

Center for Early Adolescence, U. of N. Carolina at Chapel Hill
Suite 223, Carr Mill Mall
Carrboro, NC 27510
919 966-1148
Ms Leah Lefstein, Acting Director until April, 1988
Center will probably be moving beginning part of 1988

Center for Research on Elementary & Middle Schools, Johns Hopkins University
3505 N. Charles Street
Baltimore, MD 21218
301 338-7570
Dr. Joyce L. Epstein, Principal Research Scientist

Center for Social Organization of Schools, Johns Hopkins University
3505 N. Charles Street
Baltimore, MD 21218
301 338-7570
Dr. Joyce L. Epstein, Director, Center on Parent Involvement

Children's Defense Fund
122C Street N.W., Suite 400
Washington, DC 20001
800 424-9602
202 628-8787
Mary Lee Allen, Director of Child Welfare

Closer Look
P. O. Box 1492
Washington, DC 20003
202 822-7900

Co-Ordinating Council for Handicapped Children
20 East Jackson Blvd.
Room 900
Chicago, IL 60605
312 939-3513
Ms Charlotte DesJardins, Executive Director

The Connecticut School Effectiveness Project
Connecticut State Dept. of Education
165 Capitol Avenue
Hartford, CT 06106
203 566-5497
Dr. William Gauthier, Bureau Chief of School
and Program Development

Cornell Cooperative Extension
G-91 MVR Hall, Cornell University
Ithaca, NY 14853
607 255-2531
Ms Christiann Dean, Extension Associate

Council for Exceptional Children
1920 Association Drive
Reston, VA 22090
703 620-3660
Ms Trudy Zapolla

East Area Citizen's Advisory Council (NMFWC)
Albuquerque Public School
P. O. Box 25704
Albuquerque, NM 87125
505 842-8211 (H) and 293-9570 (W)
Ms Tony Martoelli

The Educational Clearinghouse for Parents
National Committee for Citizens and Education
10840 Little Patuxent Parkway, Suite 301
Columbia, MD 21044
1-800 638-9675

El Congreso Nacional de Asuntos Colegiales (CONAC)
2717 Ontario Road NW, Suite 200
Washington, DC 20009
202 387-3300
Dr. Pepe Barron, President/Executive Director

Family Impact Seminar, National Center for Family Studies
Lifecycle Institute
620 Michigan Avenue W. E.
Washington, DC 20064
202 635-5431
Dr. Theodora Ooms, Director

Family Matters Project, College of Human Ecology
Cornell Distribution Center, 7 Research Park
Cornell University
Ithaca, NY 14850
Dr. Christiann Dean
607 255-2080 and 255-2531

Family Resource Coalition
230 North Michigan Avenue
Chicago, IL 60601
Ms Lynn E. Pooley, Acting Director

High Scope Educational Research Foundation
600 North River Street
Ypsilante, MI 48198
313 485-2000

Hispanic Families Education Programme
1500 Walter SE
Albuquerque, NM 87102
505 247-4337
Ms Maria Chavez, Director

Hispanic Policy Development Project
1001 Connecticut Ave., N.W., Suite 310
Washington, DC 20036
202 822-8414
Mr. Ray Valdivieso

Home and School Institute, Special Projects Office
1201 16th St., NW
Washington, DC 20036
202 466-3633
Dr. Dorothy Rich, President

Institute for Educational Leadership, Inc.
1001 Connecticut Avenue, N.W.
Washington, DC 20036
202 822-8405
Mr. Michael Usdan, President

Institute for Responsive Education
605 Commonwealth Avenue
Boston, MA 02215
617 353-3309
Dr. Don Davies, President

Learning & Instruction Division, Office of Educational Research & Improvement
Department of Education
555 New Jersey Avenue N. E.
Washington, DC 20208
202 357-6021
Dr. John Taylor, Director

Louisiana State Reading Council/IRC
512 Codifer Blvd.
Metarrie, LA 70005
Mrs. Marilyn Malone

Methods for Achieving Parent Partnerships (MAPP)
Indianapolis Public Schools
901 North Carrollton, Room 208
Indianapolis, IN 40202
317 266-4134
Ms Izona Warner, Director

National Association for Retarded Children
420 Lexington Avenue
New York, NY 10017

National Association of the Education of Young Children
1834 Connecticut Avenue, N.W.
Washington, DC 20009
800 424-2460
Ms Barbara Willer, Director

National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314
703 684-3345
Ms June Million

National Association of Secondary School Principals
1904 Association Drive
Reston, VA 22091
703 860-0200
Mr. Lew Armistead, Director of Public Information

National Clearinghouse for Bilingual Education (NCBE)
11501 Georgia Avenue, Suite 102
Wheaton, MD 20902
800 647-0123; 301 933-9448

National Coalition for Parent Involvement in Education
119 N. Payne Street
Alexandria, VA 22314
703 683-6232
Dr. Bill de Jung, Executive Director

National Coalition of Title I/Chapter I Parents
1314 14th Street, N.W., Suite 6
Washington, DC 20005
202 483-8822
Mr. Bob Witherspoon, Executive Director

National Committee for Citizens in Education
10840 Little Patuxent Parkway, Suite 301
Columbia, MD 21044
301 997-9300
Dr. Bill Rioux, Senior Associate
(Dr. Carl L. Marbuger, Senior Associate, address above)

National Community Education Association
119 North Payne Street
Alexandria, VA 22314
703 683-6232
Mr. William De Jong

National Congress of Parents and Teachers (PTA)
1201 16th Street, N.W. #619
Washington, DC 20036
202 822-7878
Dr. Arnold Fege, Director of Government Relations

National Council of La Raza
20 F Street, N.W.
Washington, DC 20001
202 628-9600
Mr. Arturo Vargas, Director of Education

National Council of Organizations for Children and Youth
1910 K Street, N.W., Room 404
Washington, DC 20006

National Council on Family Relations
1910 West County Road B, Suite 147
St. Paul, MN 55113
612 633-6933
Ms Mary Joe Czaplewski, Director

National Education Association
1201 16th Street, N.W.
Washington, DC 20036
202 833-4000
Ms Mary Ann Johnson, Manager/Employee Relations

National Forum of Catholic Parent Organizations (NFCPO)
National Catholic Education Association
1077 30th Street, N.W., Suite 100
Washington, DC 20007
202 293-5954
202 337-6232
Ms. Mary L. Barnds, Director

National Head Start Association
P. O. Box 39
Lancaster, SC 59720
Dr. Edward Wade

National Institute for Multicultural Education
1621 Central NE, Suite 1
Albuquerque, NM 87106
505 842-8227
Mr. Tomas Villarreal, Jr., President/Executive Director

National PTA
700 North Rush Street
Chicago, IL 60711-2571
312 787-0977
Mr. Robert Woerner, President

National School Public Relations Association
1501 Lee Highway Drive
Arlington, VA 22209
703 528-5840
Dr. John H. Wherry, Director

National School Volunteer Program (NSVP)
701 N. Fairfax St. #320
Alexandria, VA 22314
703 836-4880
Mr. Don Merenda, Executive Director

National Urban League, Communication Department
500 East 62nd Street
New York, NY 10021
212 310-9000
Ms Janet Dewart, Director

New Mexico State Reading Council/IRC
3512 Cardenas Place, NE
Albuquerque, NM 87110
Dr. Anna L. Ulrich

Office of Bilingual Education and Minority Language Affairs
400 Maryland Avenue, S.W.
Reporter Bldg., Room 421
Washington, D.C. 20202
202 447-9228
Ms Mary T. Mahoney, Acting Director

Oklahoma State Reading Council/IRC
601 E. Bluff
Hugo, OK 74743
405 326-5667
Mrs. Pat Curtis

Pan American University
School of Education, 1201 W. University Drive
Edinburg, TX 78539-2999
512 381-3466
Dr. Ana Maria Rodriguez, Assistant Professor

Parents Anonymous
22330 Hawthorne Boulevard, Suite 208
Torrance, CA 90505

Parents in Touch
Indianapolis Public Schools
901 North Carrollton
Indianapolis, IN 46202
317 266-4134
Ms Izona Warner, Director

Partnerships Data Net
1015 18th St., N.W., Suite 300
Washington, DC 20036
800 8ACCESS

Precise Early Education for Children with Handicaps (PEECH)
Colonel Wolfe School
403 East Healey
Champaign, IL 61820
217 333-4891
Ms Betsy Santelli

Project Head Start, Department of Health & Human Services
OHDS/ACYF
P. O. Box 1182
Washington, DC 20013
202 755-778
Mr. Clennie Murphy, Acting Associate Commissioner for Head Start

Psychology Department, Madison State Hospital
Madison, IN 47250
812 265-2611
Dr. Edward E. Gotts

Public Education Association
39 West 32nd Street
New York, NY 10001
212 868-1640
Ms Jeanne Frankl, Director

Regional Program for Preschool Handicapped Children
Putnam/Northern Westchester BOCES, Projects Building
Yorktown Heights, NY 10598
914 245 2700
Ms Carol S. Eagen, Project Director

School of Home Economics
Moscow, ID 83843
208 885-6332
Ms Peggy Pletcher, Director

The Connecticut School Effectiveness Project
Connecticut State Dept. of Education
165 Capitol Avenue
Hartford, CT 06106
203 566-5079
Dr. William J. Gauphier, Jr., Bureau Chief

The Secondary School Development Project
Connecticut State Dept. of Education
165 Capitol Avenue
Hartford, CT 06106

Special Interest Group on Families as Educators
1050 N. College Avenue
Claremont, CA 91711
714 621-8000
Dr. Reginald Clark

Special Plan Upgrading Reading (SPUR)
c/o Terrebonne Parish School Board
P. O. Box 5097
Houma, LA 70361
504 876-7400
Ms Paula Millhollon, Team Coordinator, Region III

Special Plan Upgrading Reading (SPUR)
c/o Natchitoches Parish School Board
P. O. Box 16
Natchitoches, LA 71457
318 352-3777
Ms Jimmye Holmes, Team Coordinator, Region VII

Special Plan Upgrading Reading (SPUR)
c/o Phoebe Hurst School, Room 209
5208 Wabash St.
Metairie, LA 70001
504 454-6594
Ms Ruth Hinson, Team Coordinator, Region I

Special Plan Upgrading Reading (SPUR)
Room 801, P. O. Box 94064
Baton Rouge, LA 70804
504 342-3483
Mr. Rick Bateman, Team Coordinator, Region II

Special Plan Upgrading Reading (SPUR)
Ouachita Parish School Board
P. O. Box 1642
Monroe, LA 71201
318 388-8902
Ms Joy Tomlinson, Team Coordinator, Region VIII

Special Plan Upgrading Reading (SPUR)
Ouachita Parish School Board
P. O. Box 1642
Monroe, LA 71201
318- 388-8902
Ms Boblye Earle, Team Coordinator, Region VIII

Special Plan Upgrading Reading (SPUR)
c/o Goodpine Middle School
Route 1, Box 496
Jena, LA 71342
318 992-6022
Ms Daphne Robinson, Team Coordinator, Region III

Special Plan Upgrading Reading (SPUR)
c/o Rosteet Junior High School
2423 6th St., Room 9
Lake Charles, LA 70601
318 491-1755
Dr. Mary-Lou Caldarera, Team Coordinator, Region V

Special Plan Upgrading Reading (SPUR)
c/o St. Martin Parish Instructional Ctr.
111 Courville St.
Breaux Bridge, LA 70517
318 332-2105
Ms Patricia Landrum, Team Coordinator, Region IV

Texas A & I University
Box 2205
Kingsville, TX 78363
512 595-1354 & 512 595-3612 (office)
Mr. Eliseo Torres, Vice-President for Student Affairs

Texas State Reading Council/IRC
15447 Blackhawk
Friendswood, TX 77546
713 488-9264
Dr. Thomas Gee

Texas Tech University
College of Education
P. O. Box 4560
Lubbock, TX 79409
806 742-2313
Dr. Herman S. Garcia, Director & Assistant Professor of Bilingual Education

University of Houston-Clear Lake
2700 Bay Area Blvd.
Houston, TX 77058
713 488-9264
Dr. Andrea Bermudez, Associate Professor of Education/Director Title VII
Ms Yolanda N. Padron, Assistant Professor

The University of Texas at San Antonio
Division of Education
San Antonio, TX 78285
512 691-5430 & 899-7575
Dr. Sue C. Wortham, Associate Professor

World Book/Childcraft, Project PATH (Parents & Teachers Helping)
Merchandise Mart Plaza
Chicago, IL 60654
Mr. Guido Scarton, Director

DISABILITY INFORMATION

ASSOCIATION FOR RETARDED CITIZENS

Planning and Coordination--involves planning and development of programs to enable retarded citizens to realize their maximum potential. This includes preschool services for children and vocational work opportunities for the mentally retarded.

BLIND SERVICES

Children's Program--provides counseling and guidance to visually limited children and their parents. Includes casework with blind children, parent training, field trips, and recreational programs. Provides referral to community organizations and appropriate pre-school and school programs for blind children.

Eligibility: Legally blind or severely visually impaired or have a disease that will lead to blindness. Age 0-16. No fees.

Medical and Social Services Program--provides diagnostic examinations, eye surgeries, transportation to treatment, and counseling for associated problems. A mobility instructor and a rehabilitation teacher provide instruction within the home, on-the-job, etc. Coordinated with local service agencies and makes referrals when appropriate.

Eligibility: Legally blind or severely visually impaired or have a disease that will lead to blindness. Age--adults. No fees.

Vocational Rehabilitation Program--provides diagnostic examinations and treatment for eye and other health problems that would be barriers to employment. Vocational counseling, training, job placement, work experience, and transportation are included. May provide tuition, living allowances while in training, tools of the trade, and other necessities. Reader Service provided for students.

Eligibility: Legally blind or severely visually impaired or have a disease that will lead to blindness. Age--16 and over. No fees.

DEVELOPMENTAL SERVICES

Community Services Component--provides information and referral, intake (application that includes diagnostic and evaluation) for such services as retardation, cerebral palsy, autism, and developmental delay. May provide services related to client's disability including assistance with housing.

Eligibility: Suspected retardation, cerebral palsy, autism, developmental delay, cerebral palsy, spina bifida, which substantially limits a person's ability to function. Goals and rehabilitation plans are developed. Clients are reevaluated annually.

MARCH OF DIMES

Public and Professional Education--provides information to the public as to the causes and prevention of birth defects.

Eligibility: No requirements. All ages. No fees.

ALANON/ALATEEN

Mutual Support Group--programs designed to offer hope and help for the nondrinker with relatives or friends who are problem drinkers or alcoholics. Membership is confidential and all phone calls are confidential.

Eligibility: Friends or family members of problem drinkers or alcoholics. Ages--ALANON for adults 18 and older and ALATEEN under 18. No fees.

CHILDREN, YOUTH, AND FAMILY SERVICES

Community Control--probation services to youth who have been found guilty of law violations that could range from misdemeanors to felonies.

Usual Eligibility: Guilty of law violation. Age to 19. No fees.

Delinquency Intake--screening of all juvenile arrests to determine if detention is needed.

Eligibility: Child with law violation filed. Referred by local law enforcement or clerk of court. Age children and youth to 18 years. No fees.

Foster Home Licensing and Placement--Temporary substitute care service for a planned period of time for children whose own families are unable to care for them. Recruits and licenses homes and oversees placement and care of dependent children placed in them. Including emergency shelter, respite care, and special training for medically needy.

Eligibility: Child must be determined dependent, and homes must pass screening. Under 18 years. Based on families ability to pay.

Independent/Special Needs Adoption--This office prepares reports for the court at the request of an intermediary regarding a couple's ability to adopt. Recruits homes for children with special needs including home visits, home studies, evaluations, court reporting, placement, and supervision. One Church, One Child is a program to focus on placement of black children.

Eligibility: Need for service. Children from infancy to 18 years. Fees - based on income.

Protective Services Supervision--Long-term supervision services for dependent children who have been abused or neglected. Includes working with families to prevent removal of children, referral services for alternate care, and review of supervision through court system.

Eligibility: Adjudicated dependent children. Infancy to 18 years. No fees.

Voluntary Family Services--Services to dysfunctional or disorganized families with a potential for child abuse or neglect.

Eligibility: Families with children not adjudicated dependent by the court. Referred through protective investigation -- HRS. Infancy to 18. No fees.

MENTAL HEALTH ASSOCIATION

Community education forums including seminars and workshops are provided for the purpose of promoting mental health and preventing mental illness. A speakers bureau can be called upon.

MENTAL HEALTH SERVICES

Children, Youth, and Family Counseling--This program provides counseling for children and their families in an outpatient setting. It also provides parent counseling, individual counseling and group counseling. Play therapy as well as diagnosis, evaluation, and follow-up.

Mental Health Maintenance--This office assists mental health services in placing clients who are institutionalized in state mental hospitals into community support programs which accept people from state hospitals. Works with severely emotionally ill children to place them in community programs with families.

Outpatient Mental Health Clinic--Program includes diagnosis through clinical intake, psychiatric evaluations, psychological testing, and, if necessary, treatment. Children adolescents, and adults are provide with individual, family, marital, and group counseling as well as psychotherapy. Follow-up is given to discharged hospital patients. Deaf counseling is also available.

EQUIPMENT AND MATERIALS

EASTER SEALS SOCIETY

Financial Assistance--provides up to $300 in services and/or equipment for any one person during a calendar year.

Eligibility: Must have a written prescription or authorization from a physician and meet financial guidelines. All ages. No fees.

STATE DIVISION OF BLIND SERVICES BUREAU OF LIBRARY SERVICES FOR THE BLIND AND PHYSICALLY HANDICAPPED 1-800-342-5627

This program provides loans of books for leisure reading in braille or on cassette or disc for eligible clients. Special cassette players and record players are also available.

MUSCULAR DYSTROPHY

Upon a doctor's referral, MDA provides clinic visits for diagnostic tests and evaluations, orthopedic aids for daily living, orthopedic shoes, and standard wheelchairs.

FINANCIAL RESOURCES

COUNTY SOCIAL SERVICES

General Emergency Assistance--Provides help with rent and utilities. Clients are required to apply for other resources for which they may be eligible.

Eligibility: County Residents and meet financial guidelines.

Medical Assistance--Provides hospital care, emergency room care, prescription drugs, and special medical apparatus for clients with no other resources.

Transportation-- County residents with no other means are provided bus and minibus assistance for transportation to job interviews, medical appointments, and social service agencies.

CATHOLIC CHARITIES BUREAU, INC.

Emergency Assistance--provided to help with rent, food, utilities, and some transportation needs. Coordinated with other agencies.
Eligibility: Very needy.

CONSUMER CREDIT COUNSELING

Budget Counseling/Debt payment--Helps individuals and families learn how to better manage money and credit. Trained counselors help the family develop a budget. For serious financial problems, an orderly repayment plan is negotiated with creditors.

Usual Eligibility: Open.

COOPERATIVE EXTENSION SERVICE

Budget Counseling--attempts to help family workout reasonable budget.

Home Economics Program--information on home economics.

Usual Eligibility: County Resident.

HRS-ECONOMIC SERVICES/WELFARE

Aid to Families with Dependent Children (AFDC)
Financial and medical assistance to families with dependent children under 18, deprived of the care and support of at least one parent and whose income and assets fall below the prescribed limits.
Emergency Assistance for Housing Programs--This program will provide assistance for families with a housing emergency.

Eligibility: Homeless or about to become homeless because of being evicted due to nonpayment of rent, the home mortgage being foreclosed, or because the home cannot be lived in due to disaster.

Food Stamp Program--Enables low income households to buy more food of greater variety, which will improve their diets.

Low-Income Home Energy Assistance Programs--Reimbursement to help with home energy for heating or cooling. Assistance is usually limited to a one-time only payment to eligible households each year.

Medicaid Eligibility Programs

AFDC-Related: Medical assistance for pregnant women and/or children born after September 30, 1985, whose filing units' income and/or assets exceed the AFDC/PMA standards and whose income is below the federal poverty level. There are no asset limits for this coverage group.

Medically needy (MN): Medical assistance to families who would be eligible for AFDC, PMA, MEDS, or SSI except that their income or assets exceed the prescribed limits in these programs.

Eligibility: Must verify identity, residence, and meet standards for income, allowable expenses, resources, etc.

GOODWILL INDUSTRIES

Low cost clothing and household goods.

Eligibility: No restrictions and all ages.

COUNTY HOUSING AUTHORITY

Provides rent subsidies.

Eligibility: Must meet income requirements.

CITY HOUSING AUTHORITY

Owns, manages, and maintains low-income housing for eligible applicants.

Eligibility: Must meet low income guidelines. Families, elderly, and handicapped considered.

MEDICAID PROGRAM

Medicaid--A state and federally funded program established to provide medical care to recipients of public assistance and to other individuals who meet certain technical requirements for AFDC-related or SSI-related coverage groups.

Medicaid Transportation--The program can pay for transportation for medical services if the service itself is paid for by medicaid. Transportation can be assured if 24-hour advance notice is given.

SALVATION ARMY

Food Pantry--maintained for those needing food.

Emergency Services--provides furniture, gas vouchers, discount bus tickets, pantry food, and clothing. Victims of unplanned emergencies.

SOCIAL SECURITY ADMINISTRATION

Medicare Insurance Part A/Insurance Part B--Part A covers hospitals and kidney procedures. Part B covers doctors and a number of other services.

Eligibility: Over 65 or under 65 and disabled.

Disability Insurance--become severely disabled before 65.

Eligibility: Disabled worker with work credits.

Supplemental Security Income/Disabled--monthly payments which provide a floor income for disabled people. A physical or mental impairment which prevents a person from doing substantial work for 12 months.

Eligibility: All ages. Income guidelines.

Supplemental Security Income/Blind--monthly payments that provide a floor income for blind people who have little and/or no resources.

Eligibility: People with vision no better than 20/200 with glasses or tunnel vision. All ages. income guidelines.

RESIDENTIAL AND RESPITE

ASSOCIATION FOR RETARDED CITIZENS

Residential Training Facility--there are three coed group homes and one apartment complex. Emphasis is to develop independent survival skills with the goal to move into a more independent living situation. Clients in moderate to mild range. Serves developmentally disabled adults.

Eligibility: HRS guidelines. HUD criteria. Free of behavior disorders. In vocational training or has a job. Age 18+.

CATHOLIC CHARITIES BUREAU, INC.

Respite Care Volunteer Program-- trained volunteers will be available to provide respite care for those caring for chronically ill or handicapped individuals. Care is available one to two times a week.

Eligibility: Any care giver who needs temporary, short-term relief. No fees.

MENTAL HEALTH SERVICES

Mental Health Maintenance--health services in placing clients who are institutionalized in state mental health hospitals into community support programs that accept people from state hospitals.

Usual Eligibility: Hospitalized at some time for mental health reason. Reside in HRS District. All ages. No fees.

VOCATIONAL/POSTSECONDARY

ASSOCIATION FOR RETARDED CITIZENS

Planning and coordination--this is the advocacy program involving planning and development of programs to enable retarded citizens to realize their maximum potential. This includes preschool services and vocational work opportunities for the mentally retarded.

Eligibility: County resident. All ages. No fees.

BLIND SERVICES

Vocational Rehabilitation Program--provides diagnostic examinations and treatment for eye and other health problems which would be barriers to employment. Vocational counseling, training, job placement, work experience, and transportation are included. May provide tuition, living allowances while in training, tools of the trade, and other necessities. Reader service provided for students.

Eligibility: Legally blind, severely visually impaired or have a disease that will lead to blindness. Age 16 and over. Fees-none.

DIVISION OF VOCATIONAL REHABILITATION

Diagnostic Evaluation and Rehabilitation Program Plan--provides services to people with physical or mental disabilities that interfere with their ability to work. A plan is developed to help restore ability to work based on the evaluation.

Eligibility: Must have a medically diagnosed disability that is vocationally handicapping plus the ability and willingness to work after services. No fees. No age limit.

STATE JOB SERVICE

Vocational counseling--provides vocational counseling for job choices, change and adjustment in relation to the client's interests, skills, and aptitudes.

Eligibility: All persons. No fees.

Referrals to the JTPA Programs--The job training partnership act is specifically designed to provide training to disadvantaged youth and adults.

Eligibility: Economically disadvantaged. County resident six months prior to application. Ages 16 and up. No fees.

FAMILY SUPPORT/EDUCATION GROUPS

AMERICAN CANCER SOCIETY

Public Education--films, speakers, and literature on cancer related subjects are provided to groups, individuals, clubs, organizations, work places, homes, and neighborhoods. Smoking withdrawal clinics are held throughout the year. Films and literature designed especially for school-age children are available.

Eligibility: All persons and all ages. No fees.

AMERICAN HEART ASSOCIATION

Community Health Education--provides the community with current information about heart disease through films, publications, and public speakers. Programs are available for school presentation.

Eligibility: All persons and all ages. No fees.

COMPASSIONATE FRIENDS

Bereavement Support Group--offers support and aid to parents in the positive resolution of the grief experienced upon the death of a child, and to foster the physical and emotional health of bereaved parents and siblings.

Eligibility: Parents or siblings who have experienced the death of a child. No fees.

TOUGHLOVE

For parents troubled by the behavior of their child-preteen or older. The group's basic philosophy is self-help. Each meeting offers opportunities to share and support each other.

Eligibility: Parent with troubled preadolescent to adult. No fee. Pay for own materials.

RECREATIONAL ACTIVITIES

CITY/COUNTY LIBRARY DISTRICTS

Blind and Physically Handicapped Services--The talking book library provides books on cassette tapes or recorded discs to certified users when they are unable to read normal print because of blindness or other physical handicaps, or medically certified dyslexia.

Eligibility: Must be certified legally blind or disabled by librarian.

Government/Civic Information--The library reference department maintains and provides information on programs for Alachua County. Information on associations and clubs for the county, state, and federal levels is provided. All municipal and county documents available to the public are provided as are state, and local statutes, but no legal advice given.

Eligibility: No restrictions.

Library Services--Provides books, spoken word and music on records and cassettes, newspapers, filmstrips, pamphlets, state and national telephone books, large print books for children and adults, children's books in Braille, children's programs, microfilm, maps, and government documents.

Eligibility: County residency usually required for free service.

BIG BROTHERS/BIG SISTERS

Companionship for Single Parent Children. Children are matched with adult volunteers that provide them with additional adult influence and companionship. The matching is based on common interest, geographic location, and the needs of the child. Volunteers must commit to at least 3-4 hours a week for a year.

Eligibility: 7-14 year-olds who are determined by a professional social worker, to need the service.

BOY SCOUTS

Programs designed to mobilize parents, community members, and organizations to develop personal fitness and character in children and youth. The program operates within the framework of Boy Scout troops with youth divided according to age groups. Girls may now enter at the level of exploring.

Eligibility: Must meet age criteria. First grade to 20 years-old.

BOYS CLUB

Varied athletic and nonathletic activities including homework assistance, game rooms, team and individual sports, arts and crafts, and group clubs.

Eligibility: Must be a boy between the ages of 6 and 18. Program fees vary.

GIRLS CLUB

Varied programs for Girls--provided in the following categories: life skills/career exploration, health/safety awareness, sports and recreation, environmental consciousness, tutorial/education enhancement, and teen auxiliary group. Limited scholarships are available.

Eligibility: Female resident. Age 6-18. Program fees vary.

HORSEMANSHIP FOR HANDICAPPED

Riding Therapy--conducts a school of therapeutic horsemanship for physically, mentally, or multiply disabled individuals.

Eligibility: Anyone with a handicap who has a physician's approval plus consult with health related professional(s) working with individual.

YMCA

Day Camp--a sports and arts and crafts program for children ages 6-12. Usually ten weeks in duration during summer months of June-August.

Eligibility: Call for information.

Social and Recreational Activities--provides activities in a variety of recreational and social experiences for youth, adults, and families. These include judo, arts and crafts classes, and athletic facilities.

Eligibility: Call for information.

LEGAL RESOURCES

COUNTY COURT SERVICES

Family Mediation Programs--Trained mediators help parents work out divorce issues regarding custody, visitation, and child support.

Usual Eligibility: Have gone through divorce or considering divorce. Fees--determined by income.

CHILD SUPPORT ENFORCEMENT

Assists individuals in locating absent parents and then works through the court system establishing paternity, obtaining court orders for support, and enforcing court orders. Responsible for interstate and intrastate inquiries.

Usual Eligibility: Need. No fees charged AFDC recipients. Fees are charged to absent parents.

DOMESTIC RELATIONS COURT

Provides services for receiving and disbursing child support and/or alimony payments.

Usual Eligibility: Any case related to support or alimony payments. No restrictions. fees vary.

GUARDIAN AD LITEM

Trains volunteers to represent the best interests of children in court proceedings. Priority is given to abuse and neglect, status offense, and divorce/custody cases. According to some state laws, any court proceeding may have an appointed guardian ad litem to investigate and make recommendations to the court as to what is best for the child.

Usual Eligibility: Requested by the courts, HRS, or the parents. Children up to age 18 years. No fees.